ABCs Unit 5 Overview

Students will read informational texts relating to the person responsible for the first hydroelectric power plant, Tesla, while learning about grit.

LSN #	Reading Passage	Metacognition Topics & Standards	Literacy Topics, Standards, & Levels of Scaffolding
21	"Tesla, the Person"	Angela Duckworth (B1. 1.c.)	<u>Word Analysis</u> *Vis* Matrix (L.6.4b) *High Scaffolding*
22		Rose from the Concrete (B1. 1.c.)	<u>Analyzing Complex Text</u> Unfamiliar Words Process Paragraph Writing (L.6.4 & W.6.2) *High Scaffolding*
23	"Historic Ad"	Getting Gritty (B1. 3.c)	<u>Word Analysis</u> *Vis* Matrix (L.6.4b) *Moderate Scaffolding*
24		Thought Clouds (B1. 3.c)	<u>Analyzing Complex Text</u> Unfamiliar Words Process Paragraph Writing (L.6.4 & W.6.2) *Moderate Scaffolding*
25	Readworks: "Baking Her Way"	Check-in (B1. 1.c.)	<u>Wrap Up</u> Review Activities (L.6.4 & RI.6.10) *Low Scaffolding*

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ABCs
Academic, Behavioral, & Cognitive Supports for Student Success

Part 1 Unit 5

Dates: ___/___/___ to ___/___/___

Lesson 21:
ELA: Students will use various strategies to read and understand informational texts.
Students will understand the meaning of Latin root words and affixes.
CBI: Students will understand how growth mindset connects to grit.

Lesson 22:
ELA: Students will use various strategies to read and understand informational texts.
Students will write a journal entry explaining how they are similar and different to the qualities that Nikola Tesla presented in his life.
CBI: Students will reflect on their mindset.

Lesson 23:
ELA: Students will understand the meaning of Latin root words and affixes.
Students will use various strategies to read and understand informational texts.
CBI: Students will reflect on their challenges and mindset.

Lesson 24:
ELA: Students will use various strategies to read and understand informational texts.
Students will write a fully developed paragraph.
CBI: Students will reflect on their challenges and mindset.

Lesson 25:
ELA: Students will understand new vocabulary.
Students will use various strategies to read and understand informational texts.
Students will find answers to explicit questions in the text.
CBI: Students will reflect on their daily experiences and create positive changes as needed.

Icon Key: 📢: Say 🎬: Action 📝: Student Notes 💬: Student Discussion 💡: Teacher Tip

Weekly Assessment Data Part 1 Unit 5

ELA Data (fill in):

Student	Data Point 1:	Data Point 2:

CBI Data (fill in):

Student	Data Point 1:	Data Point 2:

ABCs of Student Support Unit 5.1

Subject: CBI & Word Study	**Date:**
Title: Angela Duckworth, Stage 1 *Vis*, Tesla	**Lesson #: 21**

English Language Arts Learning Goals (and Standards)**:**

Students will use various strategies to read and understand informational texts.
(RI.6.10. Read and understand non-fiction reading passages.)

Students will understand the meaning of Latin root words and affixes.
(L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., Latin root word *aud*: audience, auditory, audible.)

Cognitive Behavioral Instruction Goals (and Standards)**:**

Students will understand how growth mindset connects to grit.
(B1.3.c. Apply productive self-monitoring strategies to reframe thoughts and behaviors.)

Other Learning Connections:

Students will learn about Tesla's life to give greater context to their social and emotional learning. This lesson also gives insight into the history of innovators.

Icon Key: 📢: Say 🎬: Action 📝: Student Notes 💬: Student Discussion 💡: Teacher Tip

ABCs of Student Support

1

Agenda:

1. Explore the concept of grit
2. Learn about the *vis* word matrix
3. Practice stage 1 *vis* words and checking independently
4. Read fluently: “Tesla, the Person”
5. Wrap up

Learning Activities:

Guided:

- *Vis* Matrix Examples (super)

Independent:

- Stage 1 *Vis* Worksheets

Materials:

- Accompanying Lesson Slides/Presentation
- Teacher technological devices
- Ted Talk: Grit: the power of passion and perseverance | Angela Lee Duckworth https://www.youtube.com/watch?v=H14bBuluwB8
- Highlighters for students
- Student worksheets:
  - *Vis* Word Matrix
  - Stage 1 *Vis* Worksheet
  - Reading Passage: "Tesla, the Person"
  - “Stuck on a word?” Infographic

Technology Usage

- Accompanying Lesson Slides/Presentation
- Video

Lesson Assessment:

Collect data from independent Stage 1 Practice.
•Success looks like 7/8 correct answers from Stage 1 independent worksheet correct.

Differentiation Based on Individual Needs (fill in):

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Cognitive Behavioral Instruction 1

Slides 1 & 2 & 3

🎬 **Begin the lesson by welcoming the group (slide 1), reading the agenda (slide 2), and reading the goal (slide 3).**

Slide

📢 We recently talked about ways that we can turn fixed mindset thoughts into growth mindset thoughts. It is important to have a growth mindset because it involves holding the belief that we can improve and do better. If you believe growth is possible, you have a much higher likelihood that you will do the work necessary to be successful.

Slide

📢 Sometimes, it can feel difficult to have a growth mindset when facing adversity. It is much easier to have a growth mindset when everything is going well. However, in life, we often have obstacles and problems come up that make us want to shut down. Can you think of examples of obstacles that make keeping a growth mindset challenging? **(Facilitate discussion. 💬)**

Slide

📢 Difficult times are the times that growth mindset is even more important.

Slide

📢 Angela Duckworth is a psychologist and former teacher who studied what separates successful people from unsuccessful people. Sometimes people falsely believe that it is the smartest and most talented people who are the most successful people, but there is another important quality at play. Let's listen to Angela Duckworth explain this important quality. Her normal audience is adults, but I know you can understand this important lesson, so I wanted you to hear it.

🎬 **Play Angela Duckworth's 6-minute Ted Talk on grit.**

Ted Talk: Grit: the power of passion and perseverance | Angela Lee Duckworth
https://www.youtube.com/watch?v=H14bBuluwB8

Slide

📢 In your own words, can you describe what it means to be "gritty?" **(Facilitate discussion. 💬)**

📢 What does grit have to do with success? **(Facilitate discussion. 💬)** Today we are going to read about a person who was a great example of gritty!

Slide

📢 What does a growth mindset have to do with grit? **(Facilitate discussion. 💬)**

Word Study

Slide

🎬 **Read goal.**

Slide

📢 Our next word matrix is *vis*. *Vis* words have to do with seeing. Can you think of any words that contain *vis*? **(Students brainstorm.)**

Slide

📢 You thought of many words that are on our word matrix. I would like to preview some of the *"vis"* words that are in our passage. **(Utilize *"Vis"* Word Matrix)**

Slide

📢 The passage we will read today is about Nikola Tesla. Many people consider Tesla to be a visionary. Can you say the word visionary with me? **(Students respond.)** A visionary is someone who sees future things clearly. One reason why Tesla was considered a visionary is that he was able to predict that one day we would have cell phones long before people thought that was possible. A visionary is someone who sees what others can't.

Slide

📢 Let's look at the word parts for the word visionary. What should we put in our green box? **(Students answer.)**

Slide

📢 Correct! *Vis* goes in our green box, and it relates to seeing. What should go in our yellow box? **(Students answer.)**

Slide

📢 Good! What does *–ion* mean as a suffix? **(Students answer.)** Good! *-ion* makes a word a noun. A noun is a person, place, or thing. The next blank box is orange. What should go in our orange box? **(Students answer.)**

Slide

📢 The suffix *–ary* goes in the orange box. *-Ary* means relating to or connecting to. A visionary is a person who is related to seeing things. A visionary is used to describe someone who can see a vision or idea come to reality in the future.

Slide

📢 Let's build some words together. Recall *super-* is a prefix that means beyond, extreme, or over. Does anyone see a vis word that begins with super? **(Students answer.)**

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Word Study

1

Slide

📢 Let's talk about these words. First, let's look at supervision. A babysitter who is great at supervision does what? **(Students respond: Watches the kids extremely closely.)** Let's connect it to the meaning of the words. Super- means beyond or extremely. *Vis* means seeing. *-ion* means that the word is a noun, so supervision is when someone is watching extremely closely.

Slide

📢 Another *super-* word is supervisor. Let's look at the suffix *–or*. What does the *–or* suffix indicate? **(Students answer.)** The suffix *–or* means that the word is a person. Therefore, a supervisor is, what? **(Student answer: a person.)** Good! A supervisor is someone who oversees things that are happening. Often, we use the word supervisor to refer to someone at work. A supervisor is someone in charge of overseeing what is going on at the workplace.

Slide

📢 The last example I will give you is supervising. What type of word is supervising? **(Students answer)** Yes, supervising is a verb. How do you know? **(Students answer.)** We know from the *–ing* suffix. When someone is supervising, that means they are overseeing what is happening. They are watching extremely closely!

Slide

📢 Turn to your partner and describe an example of when having good supervision would be really important. **(Student think, pair, share. 💬)**

Slide x2

📢 Good! Next, you will work on your Stage 1 *Vis* Worksheets together in partners to get used to building v*is* words.
I would like one partner to be in charge of deciding how to break down words into the blocks while the other partner reads the meanings of the word parts aloud.
Then, read the word in the sentence.
Then, switch roles for the next question.
Take turns doing the two different jobs!

🎬 **Students complete two Stage 1 *Vis* Worksheets.** 📝 **Circulate and provide support.**

Slide

📢 Good! Let's check your work.

🎬 **Go through Stage 1 *Vis* Worksheets, and as you share the answers, refer to the word matrix (on paper or on the slide) with the meanings of the words.** 📝

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Fluency

1

Slide

🎬 **Read goal**

Slide

📢 We have been slowly building our skills this quarter. I have noticed that you are reading longer passages now with more complexity. That takes both grit and endurance. Today, we are going to read a new passage together that takes a closer look at the man who was able to harness the power of the Niagara Falls. Like Newton, I think that you will find that his story is far more complicated than you would guess.

📢 To help us read more fluently, let's take a minute to highlight words with *super-* and *vis* word parts. **(Students highlight words in the text. 📝)**
📢 Now read the words you highlighted in isolation. **(Students read highlighted words.)**
📢 I will read aloud while you follow along and read to yourself. **(Read passage.)**

Slide x4

🎬 **Read passage**

Slide

📢 Now, I would like you to read the passage once more and highlight things that surprised you about Tesla's life. **(Students highlight.)**

📢 Let's share what you thought was interesting!

🎬 **Students share. 💬 Connect to CBI learning. Prompt them to expand on their thinking and explain why. Prompt students to make connections as applicable.**

Optional Learning Extension: **If you have longer than 45 minutes, you may opt to instruct students to complete the following activities to build student knowledge around what Direct Current (DC) and Alternating Current (AC) power means:**
🎬 **Watch the Circuit Basics: What's the difference between AC and DC power? video (YouTube; 3:11). URL: https://youtu.be/Wm75XgbqHBY**

🎬 **Engage students in an AC/DC Interactive Simulation. URL: https://www.edumedia-sciences.com/en/media/669-ac-dc**
If time does not permit for these extensions, move on to the next slide.

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Passage

1

Tesla, the Person

Nikola Tesla harnessed the power of Niagara Falls, but that was just one of his many accomplishments that would change the world. Nikola Tesla held over 300 patents for his inventions. He was a visionary who predicted that one day everyone would have wireless phones. Tesla beat Thomas Edison in the electrical race called the "War on Currents" to prove that his version of electricity was better. Tesla's ideas about x-ray and MRI machines have revolutionized the medical world to this day.

One would think that having such a brilliant mind would mean an easy life, but Nikola Tesla's entire life was always a struggle. Unlike other famous scientists, Tesla did not graduate from college. Tesla's parents did not support Tesla's ambitions. They wanted him to pursue religious work. For the brief time that Tesla could go to college, he became addicted to gambling. Tesla also battled illnesses at times, both physical and mental, that left him feeling down. Whenever he was feeling low, his ideas inspired him to keep trying. Tesla had some very tough times in life, but he always worked hard to overcome hardships.

Even the amazing opportunities Tesla encountered became difficult ordeals. For example, Tesla worked for Thomas Edison when he arrived in America, which seemed like a dream come true at first. Edison offered to pay Tesla $50,000 dollars to improve his DC electrical design. Tesla worked very hard and made big improvements, but Edison refused to pay, stating it had just been a joke. Meanwhile, Nikola Tesla also realized Thomas Edison was wrong about the best design for electricity. Edison would not listen to Tesla and thought his ideas were unrealistic.

Unhappy, Tesla quit Edison's company to pursue his own vision of designing an AC electrical system that would later be used to harness the power of Niagara Falls. Without his job working for Edison, Nikola Tesla was broke.

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Passage

1

Tesla, the Person (con't)

Tesla described that time period: "There were many days when [I] did not know where my next meal was coming from. But I was never afraid to work. I went where some men were digging a ditch ... [and] said I wanted to work. The boss looked at my good clothes and white hands and laughed to the others ... but he said, 'All right. Spit on your hands. Get in the ditch.' And I worked harder than anybody. At the end of the day, I had $2." That's right! Only a few years before Nikola Tesla collaborated with George Westinghouse to build the world's first hydroelectric plant at Niagara Falls, he was digging ditches all day long and earning $2 per day.

Tesla's entire life was a struggle. Even after his hydroelectric plant electrified Buffalo, Tesla was often in the news for debts and lawsuits. At the end of his life, he was almost homeless and living in a hotel paid for by George Westinghouse's company.

Tesla struggled to get along with people throughout his life but established a deep relationship with pigeons. He took care of pigeons. One time, he was supposed to be receiving an important award at a fancy event. Instead of being inside with all the important people, they found him outside enjoying his pigeon friends.

Nikola Tesla made some of the most important contributions to the scientific community of all time. His brilliance was unparalleled, but his hard work and determination also played a huge factor in his achievements. Today, a popular car brand is named "Tesla" after Nikola Tesla to pay tribute to his brilliant contributions to electricity innovation.

It's important to realize that life was never easy for Nikola Tesla. People doubted him. People ignored him. People took advantage of him. However, Tesla envisioned a world that others could not. Nikola Tesla had to work hard to overcome so many obstacles to reach his goals. Today, our world is better because of Nikola Tesla's brilliant ideas, determination, and hard work in the face of adversity.

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Wrap Up

Slide

📢 Today you read a longer passage about Tesla, the person! I can see your endurance building. Working through harder and longer passages takes grit, and I am proud to see your progress.

📢 You also learned about a new word matrix, *vis*. I can see that your skills with building words are also improving. You are noticing similar prefixes and suffixes in the new matrices.

📢 Tomorrow, we will practice with our 3-step vocabulary process that we have been working on with the same passage!

Instructor's Notes

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