

(Not about) Perfection

TEKS: First Grade

- 9 (A) Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.
- (B) Describe the characters in a story and the reasons for their feelings.
- 13 (A) Identify the topic and explain the author's purpose in writing about the text.
- (E) Communicate observations with others about simple descriptive investigations.
- 14 (A) Restate the main idea, heard or read.
- (B) Identify important facts or details in text, heard or read.

Meets Additional TEKS:

Reading: 4(A,B); 10(A)
Writing: 17(A,B,C,D,E)

Objective:

Students will identify and appreciate five examples of similarities and differences in different people.

Students will be able to name two or more of their own unique qualities and skills to foster positive self-esteem.



Activities:

1. Introduction (5 minutes) – The *(Not about) Perfection* video introduces students to the idea that we're not perfect, but what's important is that we try our best every day.
2. Shared Reading (15 minutes) – Read a short book that discusses the importance of being happy with yourself.
3. Points to Ponder (5 minutes) – Options for further discussion.
4. Sequence It (20 minutes) – An exercise where students create the correct sequence of events for a story.
5. I Don't Give Up (20 minutes) – An activity where students come up with ways to positively respond to a mistake.

Materials:

Introduction: Video: (Not about) Perfection

Shared Reading: Book: Stand Tall, Molly Lou Melon by Patty Lovell

Sequence It: paper, colors

I Don't Give Up: manila paper/ construction paper, colors

Did You Know...

The author of the Harry Potter series of books, J. K. Rowling, was broke and had no job when she wrote her first book. Many publishers rejected her book!¹

Guess who missed over 9,000 shots, lost almost 300 games, missed 26 game shots, and was even cut from his high school basketball team? It was Michael Jordan.²

Dr. Seuss, whose real name is Theodor Geisel, had his first book rejected 27 times.³ It's a good thing that he was persistent. Think of all the wonderful books we would have missed if he had given up!

Pedagogy:

Remember to use Bloom's Taxonomy and Gardner's M.I.! For example, in this lesson, you might ask students to COMPARE how the story would have been different if Molly Lou's grandmother hadn't been there to give her advice (Bloom). Alternatively, for an intrapersonal style of learner (Gardner), you might suggest that the student write a journal entry about a mistake that they made and how they responded to it.

Brain Builder Vocabulary:

chapucero
persistente
respuesta
buen ciudadano

¹ <http://today.msnbc.msn.com/id/19491516/ns/today-entertainment/t/harry-potter-modern-phenomenon/>

² http://espn.go.com/nba/player/bio/_/id/1035/michael-jordan & <http://www.youtube.com/watch?v=45mMioJ5szc>

³ <http://www.npr.org/2012/01/24/145471724/how-dr-seuss-got-his-start-on-mulberry-street>