

Affective Lesson: Something's Fishy!

GT Frameworks:

- 5.5.1 Define/assess characteristics of leadership
- 5.5.2 Discriminate positive/negative attributes
- 5.6.3 Demonstrate effective use of time
- 5.6.4 Assess/reassess obligations
- 5.6.5 Accept responsibility for own actions/ideas

CCSS:

- RI.5.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
- RI.5.6.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.7.** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other

repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Hand out a brief modality quiz about learning styles. Play 2 songs (approximately 10 minutes) as students fill out quiz. When the music ends, tally the scores and discuss the different learner types and who learns which way. Show PowerPoint about learning styles.

Present the video clip from “Finding Nemo” with the little fish stuck in the flow of turtles.

Read page 116 in the *The Art of Learning*. Begin with “Our obstacle is that we live in an attention-deficit...” Read the paragraph.

Next, show the McClury Keynote speech. Finally, ask students to compare/contrast concepts found in the material presented in the cartoon clip, the keynote speaker video and within *The Art of Learning*.

Have students list technology devices in their home. Discuss how many devices might be going at once and how quickly boredom sets in if the internet/cable goes down. (Reference the Ice Storm of 2009 where students went 11 days without power). How did students cope with the lack of constant stimulation?

Discuss ideas regarding ways that society has brought us to the point of needing constant stimulation, usually from a variety of sources. Review what we learned about learning styles and modalities. Compare the way

students learn to the way teachers teach. Engage in dialogue with students.

Hand out index cards. Assign pairs and ask students to role-play with dialogue written on index cards. Make sure discussion centers on the concept of being “separated from the moment”, page 116 *The Art of Learning* and how we create that concept by our own actions, habits, addictions. Have pair groups share with the class after 4 songs (approximately 20 minutes).