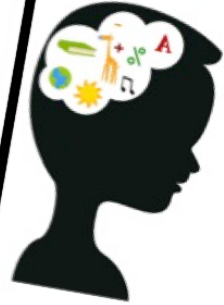


**PRINT
&
TEACH!**

Name _____



My growth mindset interactive journal



1. I can learn anything because I was born to learn.
2. I can train my brain through practice.
3. I can choose my thoughts when things are challenging.
4. I know failure is an important part of my success.
5. I take ownership of my mistakes and learn from them.
6. I do not let setbacks keep me from accomplishing goals.
7. I believe that I can do difficult things.
8. I take charge of my own learning.
9. I encourage others to have a growth mindset.
10. I celebrate my own growth and progress.

I HAVE A GROWTH MINDSET!

©2015 Angela Watson

GROWTH MINDSET VOCABULARY	
fixed mindset The belief that our basic qualities like intelligence and talent are fixed traits which cannot be changed.	growth mindset The belief that abilities can be developed through commitment and hard work.
neuroplasticity The ability of the brain to change the way that it stores, processes, and retrieves information.	neuron A small cell, neurons can be thought of as the building blocks of the brain.
dendrites These are the parts of neurons that receive signals from other neurons and pass them on to the cell body.	grit Passion and perseverance towards long-term goals and the ability to persevere through adversity.
perseverance The ability to keep going and stay focused when things are hard.	resilience The ability to be again and keep bouncing back after setbacks.
setbacks An event that sets you back or prevents you from reaching toward a goal.	

I CHOOSE TO SHOW GRET (PERSEVERANCE & RESILIENCE)

I surprised myself with how hard I worked when _____

I worked hard because _____

When I got frustrated and wanted to give up, I kept going by _____

Now that it's over, I think about what I accomplished, and how _____

I HAVE TRAINED MY BRAIN THROUGH PRACTICE

I'm good at...	I trained my brain to be good at it by...
○	→
○	→
○	→

Lesson 3:
I can choose my thoughts when things are hard.

Put the interactive pencils and use abilities to use in the past two weeks to respond to the question with a detailed response. Write your response in the space provided. Be sure to include specific examples of how you used your abilities to respond to the question. Use the space provided to write your response. Be sure to include specific examples of how you used your abilities to respond to the question. Use the space provided to write your response. Be sure to include specific examples of how you used your abilities to respond to the question.

by Angela Watson

10 lesson unit, bulletin board,
& interactive journal for
GROWTH MINDSET

DIRECTIONS

Materials:

You will need a computer with internet access and an LCD projector to show the video clips. I have embedded the videos on my website to make it easier for you to access them (<https://truthforteachers.com/growth-mindset-videos/>). The only materials students will need is something to write with. Everything else is included!

Preparation:

- 1) Read through and print the Teacher's Guide for yourself. Or, just use this digital copy, but make sure you print the PDF with the bulletin board/posters/certificates. I recommend having these printed out before starting the unit so you have everything you need all ready to go.
- 2) Print out the 20 page student interactive journal, make a class set of photocopies, and staple each each student's copy down the left to create a booklet. That's it!

Teaching the Unit:

This is NOT a set of independent activities or worksheets to pass out and have kids do on their own. This is an instructional unit that walks you step-by-step through the process of teaching your students and guiding their practice through various activities. You should set aside approximately 25-35 minutes of class time for each lesson. Throughout the unit, you'll find ideas for embedding the lessons you've taught into your daily classroom routines.

How to Pace the Unit:

This 10 lesson unit is designed to be flexible. I recommend teaching 1 lesson a week during the first month of school, and then spacing out the remaining 6 lessons over the months that follow. However, you can also teach one or two lessons a month or follow any other format you'd like. *You can begin this unit at ANY time during the school year, and condense or expand the time frame to whatever meets your students' needs the best.*

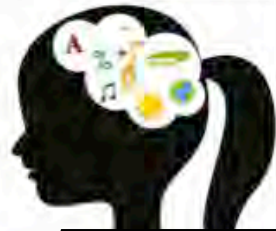
Questions? Email me at: info@truthforteachers.com

**Getting started with the unit is
easy and quick, and pacing
ideas are provided**



Lesson 8:

I take charge of my own learning.



1. Pass out the interactive journals and have students look back at pg. 5 where they wrote are good at and how they trained their brains to be good at them. Ask students to find commonalities between how they trained their brains for each skill, and guide student repetition, practice, studying, perseverance, resilience, etc. help with "brain-training."
2. Ask students: *Did any of you get really good at a skill that was taught to you in school (made entire class was taught those skills. Did everyone get as good at them as you? What made it your turn and talk about this. Bring the class back to a whole group discussion, and make the connection between their own effort, grit, persistence, and resilience, and the they experienced.*
3. Next, turn students' attention to the the things they're good at that they DID learn in school. *YOU are in charge of your own learning! You can choose to learn things even when they are by a teacher. You can learn them simply because you were born to learn and want to know are passionate about (things you have a strong love for or desire to do).*
4. Tell students you are going to play the first 1 minute of the motivational video by Paul (<https://youtu.be/4WQYFz2n118>) to help them understand how kids can find and follow
5. Display the mini poster which says, "If you don't want to learn, no one can force you. If learn, no one can stop you." Ask students what they think this means. Guide students to the teacher, can only provide learning opportunities, but it's up to each student to choose students to talk to a friend about something they are passionate about, or would like to
6. Challenge students to take charge of their own learning in a new area. What is something learn more about, or learn how to do? Encourage students to think of academic and non. Provide several minutes of silent think time for students to consider this question and pg. 14. You may want to allow them to turn and talk with a partner or small group after get stuck—they may find that they have interests similar to their friends that they would
7. Ask students to choose one of those four skills to actively try to improve during the rest year, and put a big star by it. Choose a goal for yourself, too, and announce it to the class. goals might seem overwhelming, but there are six keys to making them happen. Display charge of my own learning" poster for the class to see.
8. Have students turn to pg. 15, and follow along as you talk through each of the keys using your own goal as an example (i.e. "I've been wanting to get better at ____, so I have been dedicating time to practice by ____.) Tell students they will be taking charge of their own learning, and filling out this form for themselves at the end of the growth mindset unit in order to celebrate their progress. As they practice their chosen skill in the coming days/ weeks, remind them to utilize this page in their journal and/or the 6 keys poster.

Each lesson has step-by-step, no prep instructions in the teacher's guide and interactive journal activities for students

I TAKE CHARGE OF MY OWN LEARNING

I would like to become better at... I can train my brain to be good at it by...

○ →

○ →

○ →

○ →

©2015 Angela Watson TheCornerstoneForTeachers.com

HOW I TAKE CHARGE OF MY OWN LEARNING

I wanted to get better at _____ so I've made time for learning and practice by...

Sometimes I get distracted, but I stay focused by...

I don't just try to learn this skill one way. I try different strategies to see what works best, like...

When I get stuck, I find resources to help me. For example...

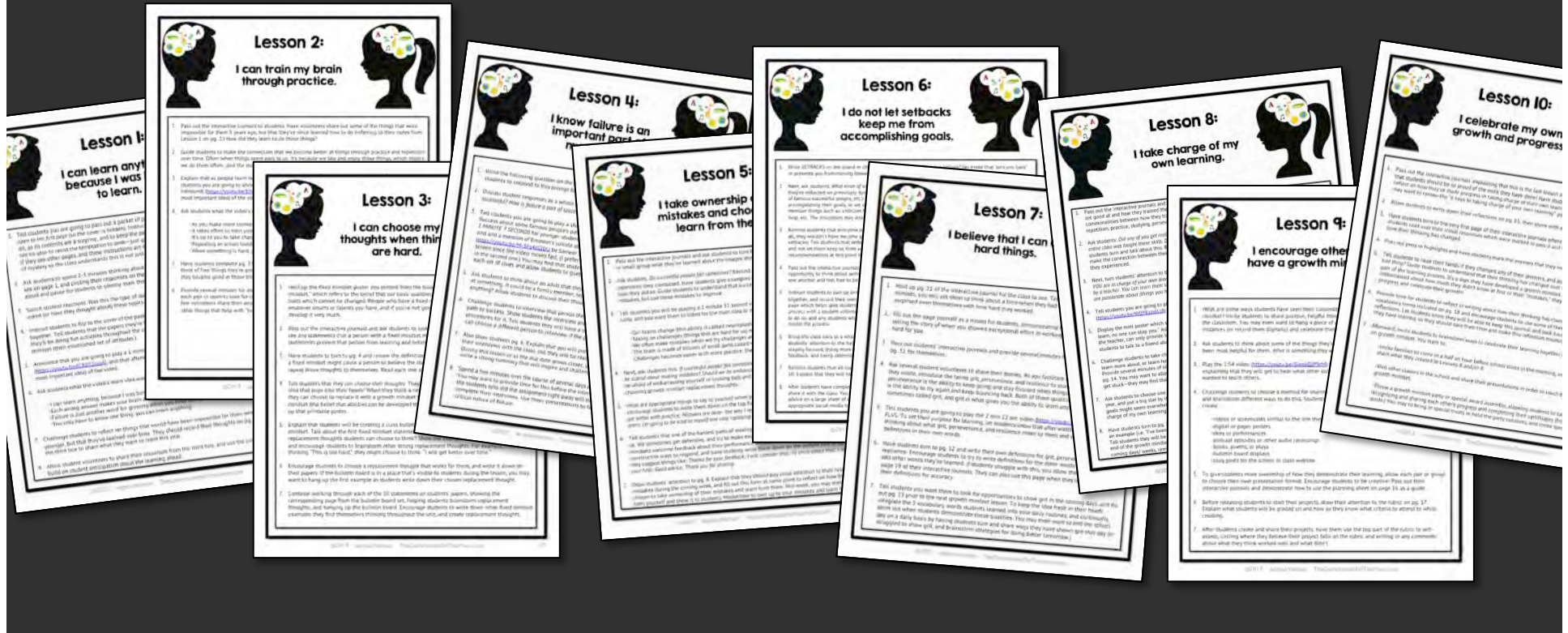
I ask other people for feedback to help me improve and listen to their advice, even when it means admitting I made a mistake. For example...

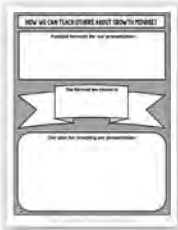
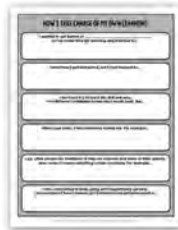
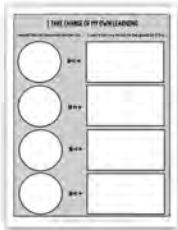
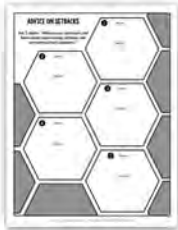
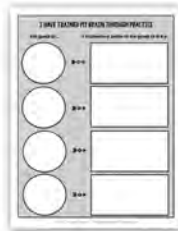
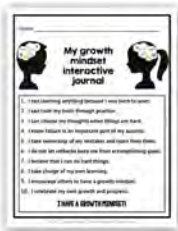
I stay committed to keep going until I experience success. One example of how I showed grit (resilience and perseverance) is...

©2015 Angela Watson TheCornerstoneForTeachers.com

Specifically, the lessons each include:

- An informal warm-up activity to review what kids already learned
- Video clips, partner activities, discussion questions, and more to build background knowledge and help kids understand the concepts
- Interactive journal activities to help students dig deeper, reflect on their learning, and apply the concepts to their lives in authentic, meaningful ways





The 20 page interactive journal is full of independent and collaborative activities that require kids to reflect on their thinking, effort, and growth.

The unit culminates with a project in which students share their learning with others.

Here are the interactive journal activities for each lesson:

Lesson 1: I can learn anything because I was born to learn

- What does it mean to be smart (pre-quiz)
- “Born to learn” reflection activity

Lesson 2: I can train my brain through practice

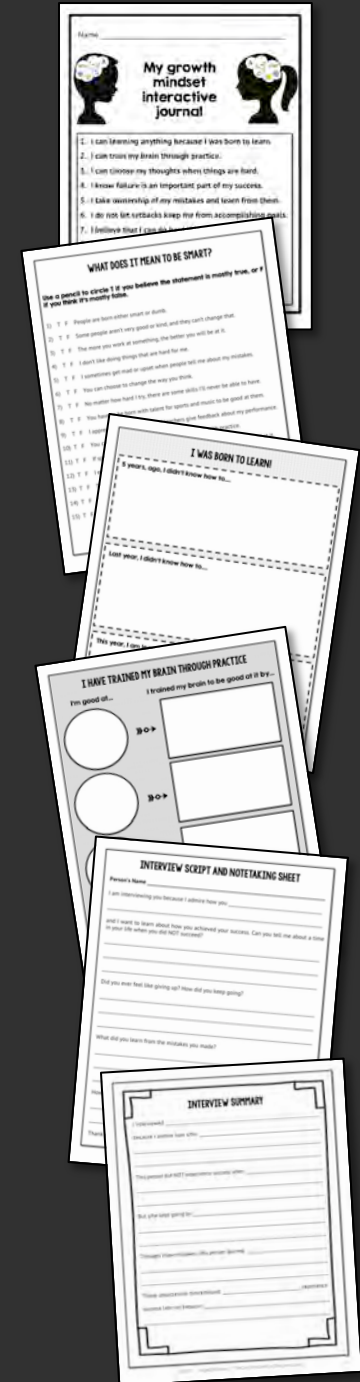
- Reflection activity: what I’m good at and how I’ve trained my brain

Lesson 3: I can choose my thoughts when things are challenging

- Interactive bulletin board creation
- Choosing personal growth mindset thoughts to replace fixed mindset thoughts

Lesson 4: I know failure is an important part of my success

- Interview a person you admire to learn about their mistakes and progress
- Share your interview summary with the class



Lesson 5: I take ownership of my mistakes and learn from them:

- Brainstorming what I can tell myself when I make a mistake
- Brainstorming what to say when others point out my mistakes
- Actively watching for a chance to learn from a mistake this week and reflecting on it

Lesson 6: I do not let setbacks keep me from accomplishing goals.

- Partner activity reflecting on and comparing how we've overcome setbacks
- Ask 5 adults: what do you wish every kid knew about overcoming their problems?
- Choose an option for sharing the best advice with the class

Lesson 7: I believe that I can do difficult things.

- Reflection on a time I surprised myself by doing something really hard
- Growth mindset/grit vocabulary activity
- Actively looking for an opportunity to show grit this week and reflecting on it

I TAKE OWNERSHIP OF MY MISTAKES

When I make a mistake, I can tell myself:

When other people point out my mistakes, I can tell them:

I LEARN AND GROW FROM MY MISTAKES

What mistake did I make? What did I learn from it?

What advice did I receive? How did I respond to that person?

When I get frustrated and want to give up, I keep going by...

What I learned from making my mistake:

WE HAVE OVERCOME SETBACKS

spent a lot of time
stayed focused
tried different strategies
found helpful resources
got feedback from others
determined to succeed

Me	My Friend
A goal I accomplished:	
Setback I experienced:	
How I overcame my setbacks:	
What makes me proud of this:	

ADVICE ON SETBACKS

Ask 5 adults: "What do you wish every kid knew about experiencing setbacks and overcoming their problems?"

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

I HAVE DONE HARD THINGS!

I surprised myself with how hard I worked when...

I worked hard because...

When I got frustrated and wanted to give up, I kept going by...

Now that it's over, I think about what I accomplished, and I feel...

GROWTH MINDSET VOCABULARY

fixed mindset	growth mindset
neuroplasticity	neurons
dendrites	grit
perseverance	resilience
setbacks	

I CHOOSE TO SHOW GRIT (PERSEVERANCE & RESILIENCE)

I surprised myself with how hard I worked when...

I worked hard because...

When I got frustrated and wanted to give up, I kept going by...

Now that it's over, I think about what I accomplished, and I feel...

I TAKE CHARGE OF MY OWN LEARNING

I would like to become better at... I can train my brain to be good at it by...

Somehow I get distracted, but I stay focused by...

When I get stuck, I find resources to help me. For example...

I will other people for feedback to help me improve and listen to their advice, even when it means admitting I made a mistake. For example...

I stay committed to keep going until I experience success. One example of how I showed grit/persistence and perseverance is...

HOW I TAKE CHARGE OF MY OWN LEARNING

I wanted to get better at... so I've made time for learning and practice by...

Sometimes I get distracted, but I stay focused by...

I try different strategies to see what works best. One...

When I get stuck, I find resources to help me. For example...

I will other people for feedback to help me improve and listen to their advice, even when it means admitting I made a mistake. For example...

I stay committed to keep going until I experience success. One example of how I showed grit/persistence and perseverance is...

HOW WE CAN TEACH OTHERS ABOUT GROWTH MINDSET

Possible formats for our presentation

The format we chose to

Our plan for creating our presentation

GROWTH MINDSET PRESENTATION RUBRIC

My Self-Assessment

Presentation is full of helpful, accurate information about growth mindset.

Presentation is well-organized and easy to understand.

Presentation is creative and enjoyable to watch.

Group members worked well together and each did their fair share of work.

Final comments:

Teacher's Assessment

Presentation is full of helpful, accurate information about growth mindset.

Presentation is well-organized and easy to understand.

Presentation is creative and enjoyable to watch.

Group members worked well together and each did their fair share of work.

Final comments:

HOW I'VE CHANGED MY MINDSET

Before: Fixed Mindset

Now: Growth Mindset

My mindset has changed because...

My mindset has changed because...

My mindset has changed because...

My mindset has changed because...

My mindset has changed because...

GROWTH MINDSET VOCABULARY

fixed mindset The belief that our basic qualities like intelligence and talents are fixed traits that cannot be changed.	growth mindset The belief that abilities can be developed through commitment and hard work.
neuroplasticity The ability of the brain to reorganize itself by forming new neural connections throughout its life. Neuroplasticity allows us to overcome challenges and learn from our mistakes.	neuron A basic unit of the brain that receives information from other neurons and sends it out through its axons.
dendrites Parts of a neuron that receive information from other neurons and pass it to the cell body.	grit The quality of being determined and having the ability to persevere.
perseverance The ability to keep going and stay focused on a goal, even when it's difficult.	resilience The ability to bounce back and recover from setbacks.
setbacks A situation that causes a person to stop or slow down.	

Lesson 8: I take charge of my own learning.

- Brainstorming some skills I'd like to be better at and how I can train my brain to do that
- Choosing one skill to pursue and creating a plan for taking charge of my learning

Lesson 9: I encourage others to have a growth mindset.

- Culminating project: working collaboratively to choose a presentation method for teaching kids outside our class about growth mindset
- Creating and sharing the presentation, and using a rubric to self-assess it

Lesson 10: I celebrate my own growth and progress.

- Reflecting back on how I took charge of my own learning in pursuing something I'm passionate about
- Re-taking the initial "what does it mean to be smart" quiz
- Reflecting in writing on how my mindset has changed throughout the unit
- Choosing a collaborative class celebration, ceremony, or party for growth mindset

6 KEYS TO TAKING CHARGE OF MY LEARNING

**I dedicate time
To learning and practice.**

**I stay focused
and tu**

**I try d
to see**

**I
to help**

**I
from othe**

**I s
to doing my**

A certificate and 3 printable posters are included to reinforce the lessons and celebrate kids' progress



I HAVE A GROWTH MINDSET!

1. I can learn anything because I was born to learn.
2. I can train my brain through practice.
3. I can choose my thoughts when things are hard.
4. I know failure is an important part of my success.
5. I take ownership of my mistakes and learn from them.
6. I do not let setbacks keep me from accomplishing goals.
7. I believe that I can do hard things.
8. I take charge of my own learning.
9. I encourage others to have a growth mindset.
10. I celebrate my own growth and progress.

I CAN LEARN ANYTHING!

has developed a growth mindset

Certified by

Date



**If you are not willing to learn,
no one can help you.
If you are determined to learn,
no one can stop you.**

— Zig Ziglar

A full color and black and white version of the bulletin board set is included along with a detailed lesson plan for teaching students to use and personalize the display

Change your words, change your mindset!

I can't do this.

**I'm going to
train my brain in
how to do this.**

I wish I was smart.

**My brain is like a
muscle I can
train.**

I hate when I'm corrected.

**Feedback
helps me
improve.**

This is good enough.

**I don't quit
until it's my
best work.**

I wish I was smart.

**My brain is like a
muscle I can
train.**

I'm so dumb.

**I'm learning!
I just need
more practice.**

This is too hard.

**I can do hard
things.**

I want to quit.

**I have other
strategies I
haven't tried yet.**

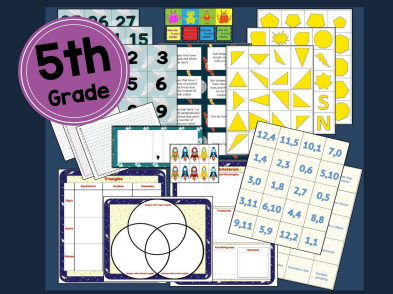
I hate when I mess up.

**I am resilient
and learn from
my mistakes.**

I'll never get it.

**Challenges grow
my brain, so this
will get easier.**

Check out the complete product line for 5th grade math!



5th Grade

GEOMETRY
7 math partner games

by Angela Watson

This product cover features a collage of various geometry worksheets and games, including a Venn diagram, a coordinate plane, and several grids with numbers and shapes.



5th Grade

FRACTIONS
12 math partner games

by Angela Watson

This product cover displays a variety of fraction-related worksheets and games, including a number line, a fraction bar, and several grids with numbers and symbols.



5th Grade

NUMBER & OPERATIONS IN BASE TEN
14 place value partner games

by Angela Watson

This product cover shows a collection of place value worksheets and games, including a place value chart, a number line, and several grids with numbers and symbols.




5th Grade

OPERATIONS & ALGEBRAIC THINKING
6 math partner games

by Angela Watson


This product cover features a collage of algebraic thinking worksheets and games, including a number line, a coordinate plane, and several grids with numbers and symbols.



DISCUSSION STARTERS
for math problem solving

by Angela Watson

This product cover shows a stack of colorful discussion starter cards for math problem solving, with a central card that reads "Discussion Starters for Math Problem Solving: Questions for modeling & reinforcing mathematical practices".



QUESTION STEM
for math practices

by Angela Watson

This product cover displays a collection of colorful question stem cards for math practices, arranged in a circular pattern.



BUT WAIT! THERE'S MORE...

I'm **Angela Watson**, the creator of this resource. I'm a National Board Certified Teacher with a masters degree in Curriculum and Instruction, and have 11 years of classroom teaching experience and over a decade of experience as an instructional coach. I currently work as a Productivity and Mindset Specialist in the area of educational consulting. In practical terms, this means I author books, design curriculum, and provide professional development services. Everything I do is centered on sharing more effective, efficient, and enjoyable ways of teaching and learning!

I founded my website ([TruthforTeachers.com](https://www.truthforteachers.com)) in 2003 to connect with other educators. You can now find thousands of ad-free articles and resources there from me and our K-12 teacher-writer's collective.

Check out my other resources below:

PODCAST

COURSES

BOOKS

IN-PERSON PD

CURRICULUM

40 HOUR
WORKWEEK

Stay in touch and get new resources sent to you automatically via email!
I send a personal, uplifting message every Sunday night to over 95,000 educators.

GET THE FREE WEEKLY EMAIL

— ANGELA WATSON'S —
truth for
teachers

