## Big Idea/Topic

What Do You Do With an Idea? / Creative Problem Solving

## Enduring Understandings

The student will understand that ideas can help solve problems.
The student will understand that their ideas have value.
The student will understand that their ideas can bring about a positive change.
The student will understand that there is value in being kind and supportive of the ideas of others.

## Essential Questions

What is an idea? Where do ideas come from? What do you do with an idea?
Do my ideas matter? How do we determine if an idea is good or bad?

## Standards Alignment

**ISTE Student Standard Empowered Learner**

**1.1.c** Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

**1.1.d** Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

**ISTE Student Standard Digital Citizen**

**1.2.b** Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

**ISTE Student Standard Knowledge Constructor**

**1.3.d** Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

### ELAGSE2RL1

Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

### ELAGSE2RL2

Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine
fables and folktales from diverse cultures, and
determine their central message, lesson, or moral.
**ELAGSE2RL3**
Key Ideas and Details: Describe how characters in a
story respond to major events and challenges.
**ELAGSE2RL6**
Craft and Structure: Acknowledge differences in the
points of view of characters, including by speaking
in a different voice for each character when reading
dialogue aloud.
**ELAGSE2RL7**
Integration of Knowledge and Ideas: Use information
gained from the illustrations and words in a print or
digital text to demonstrate understanding of its
characters, setting, or plot.
**ELAGSE3W1**
Opinion: Write opinion pieces in which they introduce
the topic or book they are writing about, state an
opinion, supply reasons that support the opinion,
use linking words (e.g., because, and, also) to connect
opinion and reasons, and provide a concluding
statement or section.
**ELAGSE2W6**
Production and Distribution of Writing: With guidance
and support from adults, use a variety of tools to
produce and publish writing, including digital tools and
collaboration with peers.
**ELAGSE2W7**
Research to Build and Present Knowledge: Participate
in shared research and writing projects (e.g., read a
number of books on a single topic to produce a
report; record science observations).
**ELAGSE2W8**
Research to Build and Present Knowledge: Recall
information from experiences or gather information
from provided sources to answer a question.
**ELAGSE3W10**
Range of Writing: Write routinely over extended time
frames (time for research, reflection, and revision) and
the central message, lesson, or moral and explain how it
is conveyed through key details in the text.
**ELAGSE3RL3**
Key Ideas and Details: Describe characters in a story
(e.g., their traits, motivations, or feelings) and explain
how their actions contribute to the sequence of
events.
**ELAGSE3RL4**
Craft and Structure: Determine the meaning of words
and phrases both literal and non-literal language as they
are used in the text.
**ELAGSE3RL6**
Craft and Structure: Distinguish their own point of
view from that of the narrator or those of the
characters.
**ELAGSE3RL7**
Integration of Knowledge and Ideas: Explain how specific
aspects of a text’s illustrations contribute to what is
conveyed by the words in a story (e.g., create mood,
emphasize aspects of a character or setting).
**ELAGSE3W1**
Opinion: Write opinion pieces on topics or texts,
supporting a point of view with reasons.
**ELAGSE3W4**
Production and Distribution of Writing: With guidance
and support from adults, produce writing in which the
development and organization are appropriate to task
and purpose.
**ELAGSE3W6**
Production and Distribution of Writing: With guidance
and support from adults, use technology to produce
and publish writing (using keyboarding skills) as well as
to interact and collaborate with others.
**ELAGSE3W7**
Research to Build and Present Knowledge: Conduct
short research projects that build knowledge about a
topic.
**ELAGSE3W10**
Range of Writing: Write routinely over extended time
frames (time for research, reflection, and revision) and
## Your Ideas Can Change the World

A 2nd and 3rd Grade Gifted Resource Room Interdisciplinary Lesson Plan

<table>
<thead>
<tr>
<th>adults in small and larger groups.</th>
<th>shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</th>
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<tbody>
<tr>
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<td>ELAGSE3SL1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</td>
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<td>ELAGSE2SL1.b Comprehension and Collaboration: Build on others' talk in conversations by linking their comments to the remarks of others.</td>
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<td>ELAGSE3SL1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.</td>
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<td>ELAGSE2SL4 Comprehension and Collaboration: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</td>
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<td>ELAGSE3SL4 Comprehension and Collaboration: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</td>
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Resources

The book *What Do You Do With An Idea?* by Kobi Yamada or any other book about how ideas can lead to great changes. The book should serve as a means to inspire students to think about where ideas come from and how to build on an idea and nurture it into something tangible.

*Check Copyright and Fair Use Laws before reading a book aloud on a digital platform. Can Teachers Read Books Out Loud Online?*

**Teacher Presentation**
Nearpod Lesson
Teacher Discussion Prompts and Student Handouts
Digital Copy of Student Handouts to Share (post in an LMS or make a copy for each student before you share)
Student Slide Presentation Template to Share

Opportunities for Extension

**Reading:** Have your students read, discuss and reflect on Kobi Yamada’s other books, “What Do You Do with a Problem?” and “What Do You Do with a Chance?”

**Philosophy:** Host more ethical discussions with your students. Get ideas here: https://www.prindleinstitute.org/interactive-ethics-education/

**Art:** Have students create the art project that inspired my animation from the Nearpod Lesson Idea Portrait

**Technology:** Have students learn to animate. csfirst.withgoogle.com even has an entire unit you could use.

**Research/History:** Research inventions that changed the world and order them chronologically.

**Writing:** Teach argumentative writing or debate. Present the students with the prompt, “What Idea had the Greatest Impact on the World?” Have students choose a thesis and support their stance with details from researched evidence.

**Math/Data Analysis:** Design and conduct a survey for students (and staff) at your school about what are the most pressing problems that need solving within the school. Graph the data collected.
Social Change: Design and implement a collaborative class or schoolwide service project.
All digital application tools must be approved by your district before use with students.