

Your Ideas Can Change the World

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

Written by Amy Hudson

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 1.1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 1.1d 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 1.2b 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 1.3d 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	ELAGSE3RL1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ELAGSE3RL2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine

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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.

ELAGSE2W1

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.

ELAGSE2SL1

Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers 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

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adults in small and larger groups.

ELAGSE2SL1a

Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELAGSE2SL1b

Comprehension and Collaboration: Build on others' talk in conversations by linking their comments to the remarks of others.

ELAGSE2SL1c

Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.

ELAGSE2SL2

Comprehension and Collaboration: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2SL4

Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELAGSE2SL6

Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

ELAGSE3SL1a

Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

ELAGSE3SL1b

Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELAGSE3SL1c

Comprehension and Collaboration: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ELAGSE3SL1d

Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.

ELAGSE3SL2

Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELAGSE3SL4

Presentation of Knowledge and Ideas: 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.

ELAGSE3SL6

Presentation of Knowledge and Ideas: Speak in complete

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sentences when appropriate to task and situation in order to provide requested detail or clarification.

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.

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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.