Lesson: I Can Become An Inventor

Common core: RL.3.1, RL.3.5, RI.3.3, W.3.2

Goals: 1. To understand how I can follow my interests and abilities to identify something to invent

2. To demonstrate understanding of how to develop a plan

Focus: Self-assessment helps you understand your interests and abilities.

Big Idea: Everyone can showcase their talents by following their interests and abilities.

Resources Needed: The book for this lesson is available at amazon.com and barnesandnoble.com or you can order directly from the author at findingmywaybooks@gmail.com and receive a 10% discount. We allow purchase orders for classroom sets.

Preparation: Have all students read 'Reese Has a Halloween Secret'. It can be read individually or as a group.

Skills to demonstrate learning:
1. Students identify an interest they have, like Reese does in his story.
2. Students identify three or more steps in Reese and dad's plan used to create "Wheels".
3. Students identify steps for their plan.

Knowledge acquired:
1. Ability to identify interests and abilities
2. Ability to identify steps for making a plan
3. Ability to create a plan

Reese Has a Halloween Secret

a true story promoting inclusion and self-determination

By Jo Meserve Mach and Vera Lynne Stroup-Rentier

Photography by Mary Birdsell

Reflection, Assessment and Evaluation

Tasks to demonstrate knowledge:
-Students identify something they'd like to invent; write invention name at the top of a paper
-Students divide paper into six sections, label sections and identify: Interests I Have, Skills I Have, Tools I Need, Who Will Help Me, What I'll Use This For, and Why Do We need This

Set Students Up For Success:
-Facilitate a discussion using Reese as an example. Draw a chart with six sections on the board with the class identifying all the areas based on Reese's story. Examples: Reese has an interest is in building and surprises. He is skilled at drawing and imagining.

Reflection:
-Students share their invention ideas and why they would be good at making them.

Evidence of learning:
-Student's complete quadrants to demonstrate understanding of using their interests and abilities to invent something

Criteria:
Rubric for identifying steps for planning
2 points= identifies three or more steps
1 point= identifies two steps
0 points= unable to identify a step