

# Week 4:

## Winners Never Quit



**NISD GT Process Standards**

GT Process Standards provide guidance on what GT students should know, understand, and do as part of GT program services. Each lesson makes a connection to specific standards; however, teachers are encouraged to incorporate every standard where applicable.

- I. Creative Thinking**  
Ability to look at problems or situations from a unique perspective through the use of imagination and/or innovative ideas
- II. Critical Thinking**  
Ability to demonstrate clear, rational, open-minded thinking, informed by evidence
- III. Depth & Complexity**  
Ability to dig deeper into a concept and to understand that concept with greater complexity
- IV. Scholarly Inquiry & Research**  
Ability to interpret information that leads to new understandings and connects to the world beyond the classroom
- V. Effective Communication**  
Ability to convey new learning through the use of written, spoken, and technological media
- VI. Leadership & Responsibility**  
Demonstrates initiative, task commitment, and the elements of compromise and diplomacy



Language of the Discipline

visual spatial

problem solving

logical reasoning

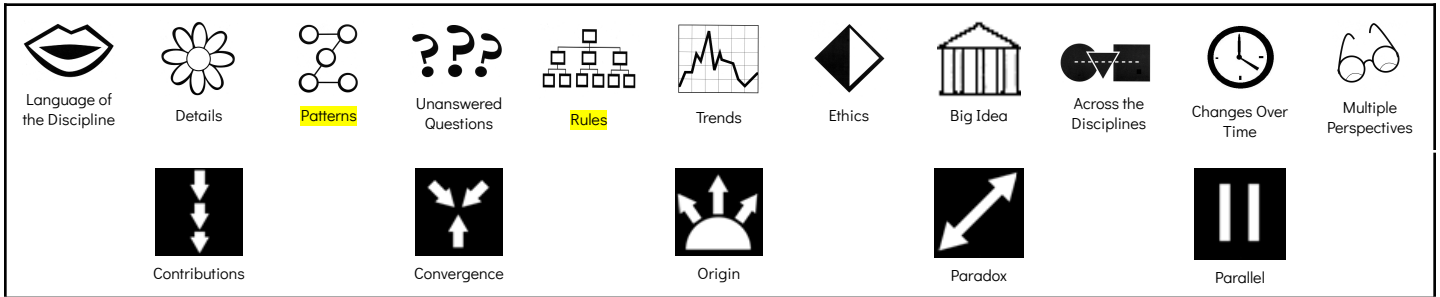
strategy

perseverance

**Scholarly Habits**

- Scholars utilize varied resources
- Scholars exhibit curiosity
- Scholars demonstrate academic humility
- Scholars save ideas
- Scholars ponder the big idea
- Scholars see from different perspectives
- Scholars are always prepared
- **Scholars display perseverance**
- Scholars set goals
- Scholars take intellectual risks

## Depth and Complexity & Content Imperatives



## Thinking like a Disciplinarian

Thinking like a *game master* (a person who embraces failure and continuous feedback while playing a variety of games).

## Essential Questions

- How can I explore different ways of thinking?
- How can I apply different ways of thinking?
- How can I utilize the elements of Depth and Complexity in my thinking?

## Supported TEKS

### Science

1.2A, 2.2A (ask questions about organisms, objects, and events observed in the natural world)

1.2B, 2.2B (plan and conduct simple descriptive investigations)

1.2C, 2.2C (collect data and make observations using simple tools)

1.2D, 2.2D (record and organize data using pictures, numbers, and words)

1.3A, 2.3A (identifies and explains a problem and proposes a task and solution)

### Social Studies

1.18A,B, 2.19A,B (communicates in oral, visual, and written forms; expresses ideas orally based on knowledge and experiences; creates and interprets visual and written material)

1.19B, 2.20B (uses problem-solving and decision-making skills, working independently and with others; use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision)

### RLA

1.1A, 2.1A (listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses)


1.1C, 2.1C (share information and ideas about the topic under discussion)

1.13D, 2.13E (demonstrate understanding of information gathered)

1.27A, 2.28A (use comprehension skills to listen attentively to others in formal and informal settings; continue to apply earlier standards with greater complexity; listen attentively to speakers, ask relevant questions to clarify information)

1.28, 2.29 (speak clearly and to the point, using conventions of language; share information and ideas about the topic under discussion)

1.29, 2.30 (work productively in teams; follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions)

<b>Instructional Plan</b>	<b>Date:</b>
<b>Winners Never Quit</b>	
<p><b>Objectives:</b> Students will</p> <ul style="list-style-type: none"> <li>• understand the importance of perseverance.</li> <li>• learn to be successful at the Solve Station.</li> </ul>	
<b>Learning Experiences</b>	<b>Resources/Materials</b>
<p><b>Skill Stations (Slide 1)</b></p> <p><b>Class Meeting (Slide 2)</b></p> <p><b>Let's Get Curious (Slide 3)</b> Ultimate Tic Tac Toe</p> <ul style="list-style-type: none"> <li>• What do you notice?</li> <li>• What do you wonder?</li> </ul> <p><b>Scholarly Habit: Perseverance (Slides 4-5)</b> Discuss that we will be focusing on the scholarly habit of perseverance. View <i>Knick Knack</i> (Slide 5)</p> <ul style="list-style-type: none"> <li>• Discuss the snowman's experiences.</li> <li>• How did the snowman exhibit perseverance?</li> <li>• Why is perseverance an important habit for GT scholars?</li> </ul> <p><b>Read aloud: <i>Winners Never Quit</i> (Slide 6)</b> Read aloud <i>Winners Never Quit</i>. Discuss how Mia showed perseverance and how to deal with a loss without getting angry or quitting, and how to be a good teammate.</p> <p><b>Introduce Solve Skill station (Slides 7-8)</b> Introduce the last of the three skill stations, the Solve station.</p> <ul style="list-style-type: none"> <li>• What tools are available? <ul style="list-style-type: none"> <li>○ Tour of Solve games/activities</li> </ul> </li> <li>• What does it look like? <ul style="list-style-type: none"> <li>○ All students working, using materials appropriately, working on a specific task</li> </ul> </li> <li>• What does it sound like? <ul style="list-style-type: none"> <li>○ Appropriate voice level</li> </ul> </li> <li>• What does it feel like? <ul style="list-style-type: none"> <li>○ A bit of a challenge- that's okay! When you get stuck or lose, practice perseverance.</li> </ul> </li> </ul>	<p> BP_Week4: Lesson Slides</p> <p><a href="https://byrdseed.tv/puzzlements">Byrdseed.tv Puzzlements</a> (teacher reference)</p> <p><i>Winners Never Quit</i> by Mia Hamm</p>


- What means you were successful?
  - Focused the entire work time, felt challenged by your game, all group members had a positive experience

**Solve Station Categories (Slides 9-12)**

Briefly introduce and teach 1 game from each category: Strategy, Problem Solving, Logical Reasoning, and Visual-Spatial. Slides include sample primary-appropriate games for each category.

**Solve Skill Station Task (Slide 13)**

Using the 4 games that you introduced. Give time for students to play 1 of the games with their group. After 10 to 15 minutes, rotate to another game. Continue until students have explored all 4 games.

 CP\_Otrio Template (Strategy game)

**Closure/Culminating Product/Project**

Students will answer the reflection question (Slide 14) after exploring their Solve games. *Did you ever feel like quitting while playing a game today? What did you do when you felt that way?* Students can reflect in their journals or via Seesaw.

**Extension:** Set (Slide 15) View instructions clip and practice playing Set.