

Day 1 of 2

Lesson Plan Title:

We All Worry About Things ...

40 minutes

Enduring Understandings

Students will understand that ...

- Fourth graders around the world worry about similar things
- Speaking to others about the things we worry about makes us feel better
- There are things we can do to help us feel less afraid

Essential Questions

- What do fourth graders worry about?
- How does knowing about other students' worries change the way we see other fourth graders?

Objectives

Students will be able to ...

- Identify different themes students worry about
- Reflect on their own worries
- Make connections between themselves and other

Common Core College and Career Readiness Anchor Standards

- Key Ideas and Details:
 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - Determine central ideas or themes of a text and analyze their development

Materials/Preparation

- Print out Worries worksheet or have students write on paper or in a journal
- Print out the images/stories below for students to read.
- Print out a copy of Reflection for each student

Assessment Evidence

- Reflection

Learning Plan

Introduction

- “In the Fourth Grade Project, Judy Gelles asks students three questions. *Who do you live with? What do you wish for? What do you worry about?* These are three simple questions that help students really reflect on their lives and open up to others. Today we are going to focus on the question: What do you worry about? Do any of you ever worry about things? You can take a few examples from students of things they worry about.
- “I’ve handed out a worksheet (alternatively students can write in a journal). You will have a few minutes to think of some of the things that you worry about. Then, you can write a list of these things on your paper.”

Investigation

- “From what we know about ourselves, our classmates, and the Fourth Grade Project, we’ve learned that students worry about different kinds of things. We’re going to be detectives today to figure out what those kinds of things are. We are going to read stories from the Fourth Grade Project to see what other students worry about. Then we can look at our lists and see if there are any similarities between what we worry about and what other students from around the world worry about.
- “Let’s look at this picture of a girl from China. (China My Parents) After we read through her story, we will think about what she worries about and we can add it to our list. We need to make sure that we have textual evidence from the story to support each item on our list.
- “Now it’s your turn to try on your own. You will work with a partner to read through six different stories. You will list the things the students worry about. When you are finished, you will read through your list again and see if there are any similarities between the two lists. If you think of new things you worry about, you can add them to your list at any time. When we gather at the end of the lesson, we will think about these similarities and try to identify any big themes or ideas that could be grouped together. We’re detectives trying to figure out what kinds of things students worry about.”
- Students should be paired off and given the 6 images below.

Conclusion

- “What similarities or connections did you notice between what you worry about and what other students worry about?”
- “Can any of these worries be grouped into big ideas/themes?” Possible ideas: school work, health, safety, families being separated, bullying ...
- “How does it make you feel to know that other students worry about these same ideas? Is it surprising that students who live far away might be struggling with the same things as you?”

Reflection

- Students complete reflection independently. You can allow students to sit together in pairs to share their thoughts when they finish.

Name _____

Date _____

Worries

1. What do I worry about?

2. What do students in the Fourth Grade Project worry about?

Name _____

Date _____

Reflection

1. Did you find that other students worry about the same things as you or your classmates? What connections did you make? What do students in the Fourth Grade Project worry about?

2. How does it make you feel to know that other fourth graders around the world worry about the same ideas? Why?

Day 2 of 2

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Enduring Understandings

Students will understand that ...

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- Speaking to others about the things we worry about makes us feel better
- There are things we can do to help us feel less afraid

Essential Questions

- What do fourth graders worry about?
- How does knowing about other students' worries change the way we see other fourth graders?

Objectives

Students will be able to ...

- Brainstorm ways to mitigate worrying
- Connect to a student from a different part of the world by sharing thoughts and ideas in a letter

College and Career Readiness Anchor Standards for Writing

- Text Types and Purposes:
 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Materials/Preparation

- Students can work in groups of 4 (combine two partnerships from the day before)

Assessment Evidence

- Final Task—Letter to Student

Learning Plan

Introduction

- “Yesterday, we searched for themes in what fourth graders worry about. Then we thought about how this connects to what we worry about. How did it make you feel to know that others worry about the same thing? Does it change the way you feel about your worry? Does it change the way you feel about someone else who worries about the same thing?” (You can have children turn and talk about these questions or just think about them and have a few children share their thoughts)
- “Today, we are going to focus on how we can try to help ourselves and others feel better about the things we worry about.”

Investigation

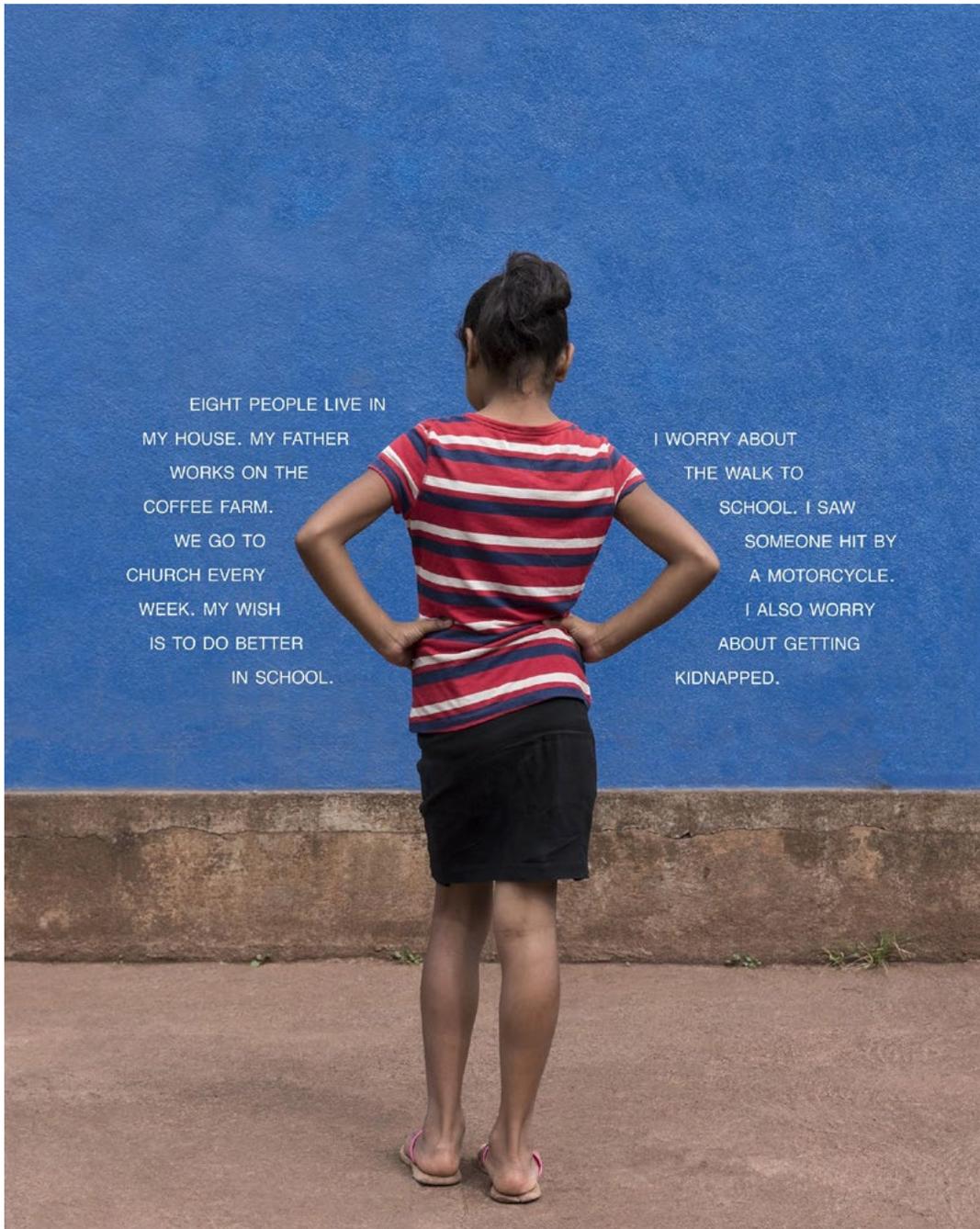
- “It’s part of human nature to worry about things. It’s totally normal to feel worried or afraid. We can’t always fix the thing we are worrying about so we want to have strategies to help us deal with these worries. We also want to be able to help other students feel better as well. One example of something I do when I’m worried is ... ,” (possible examples could be breathe deeply, write in my journal, talk to a friend. ...) You can allow students to share a few ideas together as a class before they work in groups.
- “Today you are going to work in groups to brainstorm ways we can help ourselves. You can also come up with ideas of people we can talk to or ways we can do research to help us find answers. We could bring in an expert to speak with the class.”
- Split students into groups of 3 to brainstorm a list of ideas. Students will come up with ideas from their own lives/experiences. As you circulate, you can also push students to think of other resources they could use to find new information. Examples: Invite in guest speakers/guidance counselor, research on the internet, talk to parents. ...

Conclusion

- Bring students back together for a discussion and make a master list of their ideas. If students have come up with ideas for further research, make a plan for next steps.

Final Task

- Students will write a letter to one of the students in the Fourth Grade Project. Students should include the following in their letters and use specific examples to support their ideas:
 - How do you connect to this person’s worries?
 - How does it make you feel to know that this student also worries about something you are concerned about?
 - What ideas have you come up with to help decrease your fears/worries?
 - How do you think you could help other fourth graders around the world?



EIGHT PEOPLE LIVE IN
MY HOUSE. MY FATHER
WORKS ON THE
COFFEE FARM.
WE GO TO
CHURCH EVERY
WEEK. MY WISH
IS TO DO BETTER
IN SCHOOL.

I WORRY ABOUT
THE WALK TO
SCHOOL. I SAW
SOMEONE HIT BY
A MOTORCYCLE.
I ALSO WORRY
ABOUT GETTING
KIDNAPPED.

Nicaragua: "Getting Kidnapped"



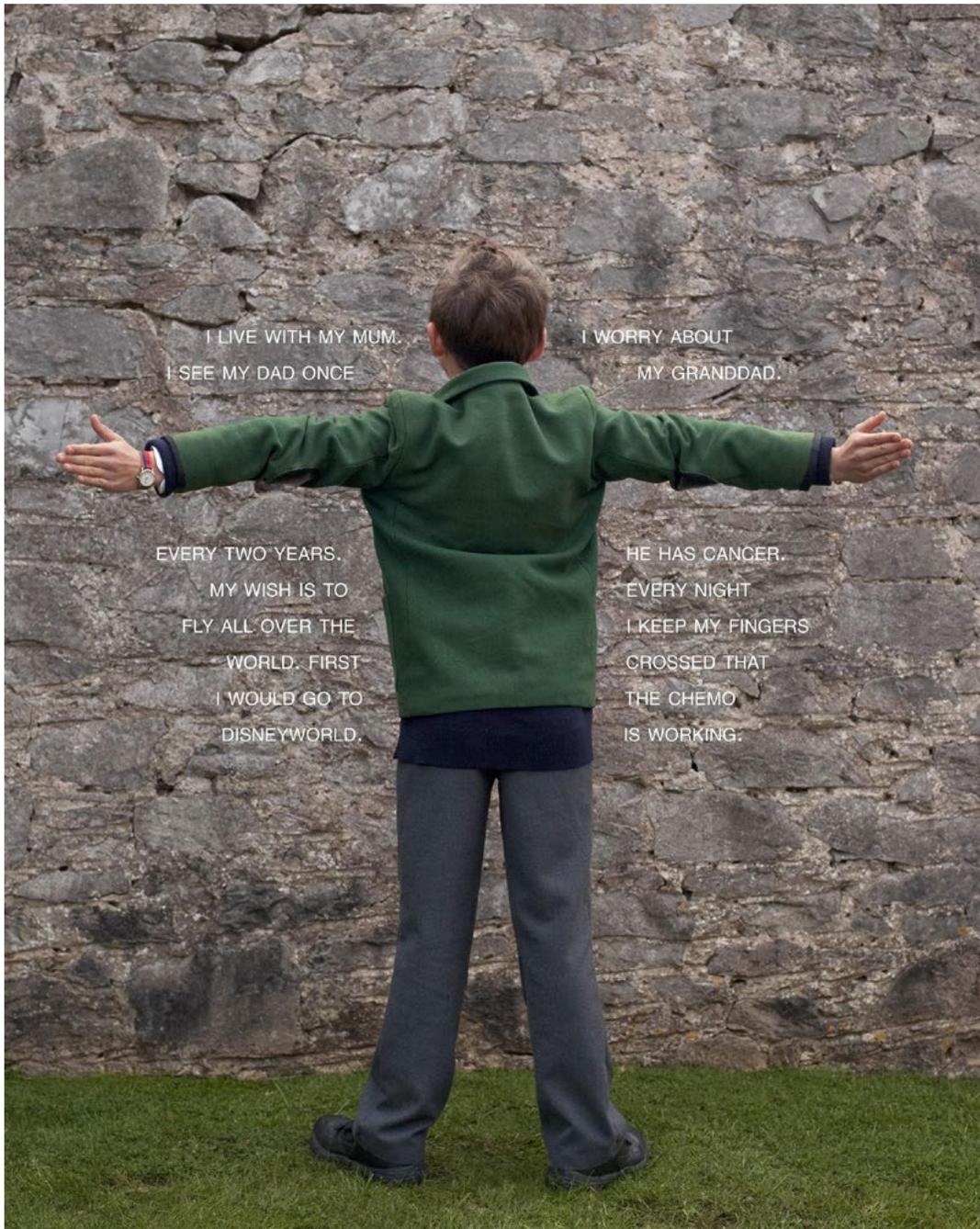
USA: Arkansas "Have Asthma"



USA: California "No Worries"



South Korea: "Do Well"



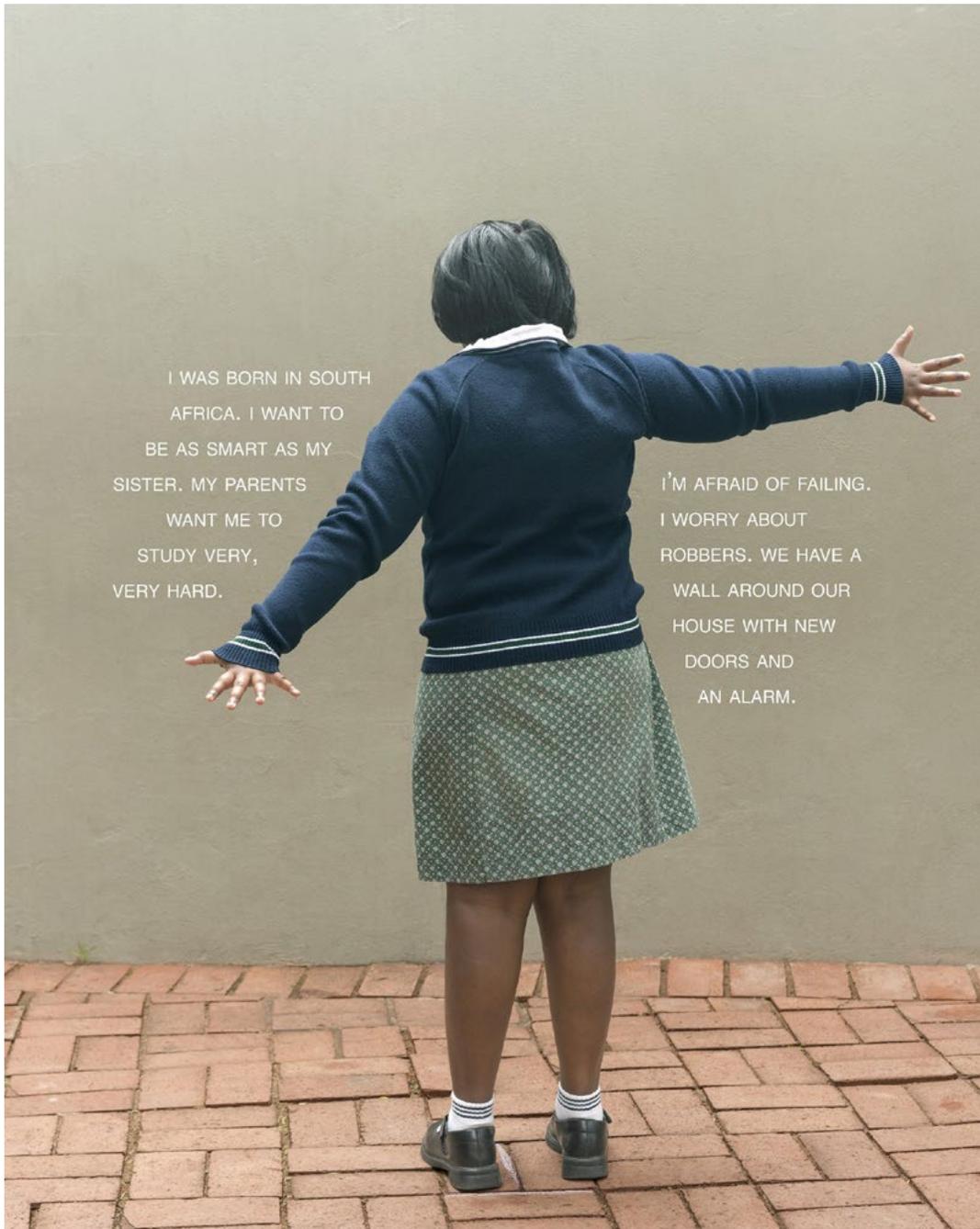
I LIVE WITH MY MUM.
I SEE MY DAD ONCE

I WORRY ABOUT
MY GRANDDAD.

EVERY TWO YEARS.
MY WISH IS TO
FLY ALL OVER THE
WORLD. FIRST
I WOULD GO TO
DISNEYWORLD.

HE HAS CANCER.
EVERY NIGHT
I KEEP MY FINGERS
CROSSED THAT
THE CHEMO
IS WORKING.

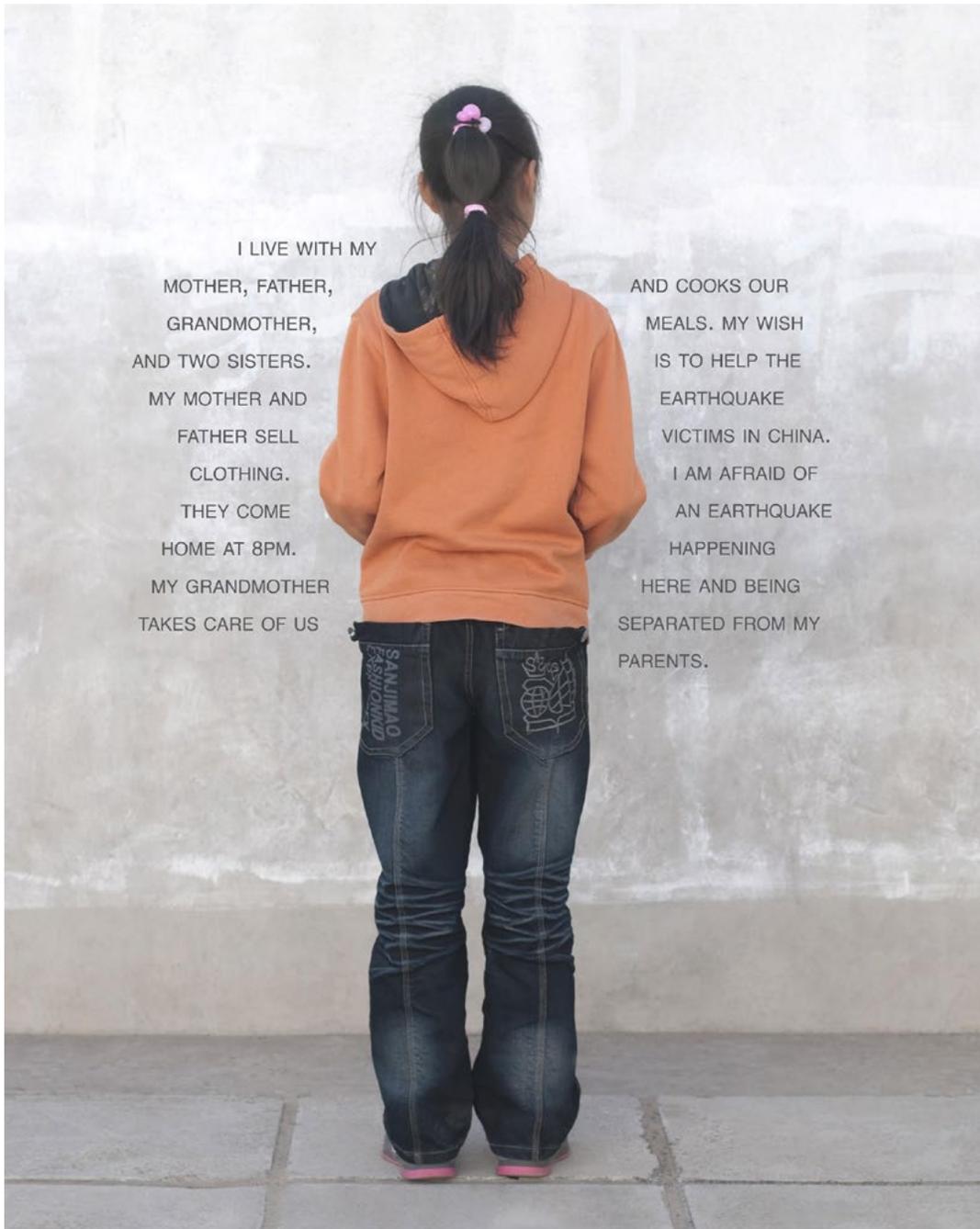
England: "Is Working"



I WAS BORN IN SOUTH
AFRICA. I WANT TO
BE AS SMART AS MY
SISTER. MY PARENTS
WANT ME TO
STUDY VERY,
VERY HARD.

I'M AFRAID OF FAILING.
I WORRY ABOUT
ROBBERS. WE HAVE A
WALL AROUND OUR
HOUSE WITH NEW
DOORS AND
AN ALARM.

South Africa: "An Alarm"



I LIVE WITH MY
MOTHER, FATHER,
GRANDMOTHER,
AND TWO SISTERS.
MY MOTHER AND
FATHER SELL
CLOTHING.
THEY COME
HOME AT 8PM.
MY GRANDMOTHER
TAKES CARE OF US

AND COOKS OUR
MEALS. MY WISH
IS TO HELP THE
EARTHQUAKE
VICTIMS IN CHINA.
I AM AFRAID OF
AN EARTHQUAKE
HAPPENING
HERE AND BEING
SEPARATED FROM MY
PARENTS.

China: "My Parents"



Israel: "The World"