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February 11, 2025

Lesson 1.3

Cognitive Development Competency

**Part 1: Curriculum Analysis**

1. The content for this lesson, “The Mystery of the Missing Meat” Lesson Plan, is chunked into smaller, more manageable ways to help the students comprehend and retain the information better. The way the lesson is chunked is by dividing the content into sections including the informational videos and handouts. The students are asked to pay attention to certain clues while viewing the video as well as after viewing the video. The text is then read and reread to determine the main idea. The students are then paired up to talk about the text and complete their organizers.
2. Metacognition is built into this lesson by giving the students many opportunities to reflect on what they are learning so ensure they understand the lesson and identify gaps and adjust their learning strategies. We see this in the Collaborative Use section when the students are asked the raise their hands when they hear a detail that helps them better understand the big idea.
3. Cognitive lift in this lesson is where the students gather details and make connections between them to find the big idea. An example would be in the *Modeling* section where the students demonstrate how to review the graphic organizer. This shows the mental effort need to grasp concepts and determine how the details support the big idea.
4. The productive struggle I see would be the challenging words that the students may not be familiar with. The lesson provides meanings to these challenging words to overcome the productive struggle.
5. The questions planned in this lesson are “What is the big idea?” and “What are the supporting details?”. The supporting details are gathered and discussed to determine the big idea of the story. A few more specific questions while viewing the video were “What mystery were Molly and Tooey trying to solve?”, “What clues did they find?”, “Who do they think may have stolen the meat”, and “Did Molly and Tooey solve the case? Who stole the meat? Why?”
6. The motivating parts of the lesson are the opportunities for students to work in pairs, viewing the video, and collaborating as a class to discuss and check for understanding. I think if students were left to determine everything on their own then they would not be as successful.

**Part 2: Planning for Critical Thinking and Problem-Solving**

1. The Tiny House Project is tied to the standards in Mrs. Bautista’s class byusing a tool that kids are interested in, in this case Minecraft, to build a “Tiny House” while meeting the classroom standards.
2. This project elicits critical thinking because students must gather information by asking higher-order questions, such as “what is your budget?”, “how many rooms and do you plan to have guests?”, and “what square footage would you like the “Tiny House” to be?”. By asking these types of questions, students are engaging with their “clients” and having to gather information, analyze it, collaborate, and problem solve.
3. The problem-solving process in this video is trying to determine the size of the “Tiny House”, while considering how many rooms, how many stories, the square footage, and even the layout, all of which must fall within a budget. To maintain budget and figure out the best layout, the students paired up to collaborate and brainstorm, considering different perspectives. They made blueprints with a real engineer to have a tangible layout of the “Tiny House”. This aspect made the project come to life in their eyes.
4. The standards that I saw the project align with were ELA (opinion writing and reading of information text) and Math (area and perimeter). The students were placed into a few different groups. The first group looked up informational reading. The second group listened to books that had to do with building. And the third group worked on vocabulary skills. The Math standard was when the students used cheese-it’s to figure out the square footage of their “Tiny House”. At the end, the students would share their projects amongst each other to gain feedback, then present their “Tiny House” project. This project was a great tool for using creativity within the classroom.

**Standard:** ELA / 5th-8th grade

I teach an ELA reading group daily, with students in 5th through 8th grade, all of which are on a lower elementary reading level. I think an effective problem-solving lesson could be reading a story together while gathering main points (I would write them on the white board) and then making a list of any words they do not recognize. We will then look up the text that they are not familiar with, and then the students will write a few key points of the story before role playing. I would incorporate critical thinking into this lesson by asking higher-ended questions, prompting them to engage and think about the message being told in the story. The students can also pair up to share their interpretations of the story and encourage positive feedback or build upon each other’s ideas.

**4. Reflection:**

I have learned a lot through this module and feel more confident in my coursework. I feel like the quality of my assignments is improving and I can look deeper into my assignments and how I engage students in the classroom. I feel like this module has made me really think further I am able to understand the content easier than I was before. I have a different view on how I interpret the information than I did in Module’s 1 & 2. It could be because it is more relevant to what I am doing in the classroom. I do think I understand the information in this module well. Looking back when I started the module, I thought it would be difficult, but I am able to see how a lot of the content correlates with my daily routine and teaching strategies.