Soar

~An animated short
The animation *Soar* is a digital text that can be used to help explore the idea of a growth mindset and developing perseverance with students. This animated short can also provide a great base to explore many aspects of the English syllabus.
Soar Animation

Alice Vigors
2018
Find out more about the animation by clicking the buttons below:
English Lesson Ideas Years K-2
Before Initial Viewing

Reading & Viewing:
Comprehension-Predicting:
- Display the title and an image from the animation.
- Ask students to make predictions about what might occur in the digital animation.
- Record initial predictions as a class and/or students recording a visual/ written prediction.

Speaking & Listening:
- Share initial predictions including reasons why this prediction was made – partner share then class share.

Spelling:
- Explore the meaning of the word soar.
- Create and sort a list of words that rhyme with soar.

During Initial Viewing

Speaking & Listening:
- Watch the first minute of the animation and discuss how it compares to their predictions – similarities and differences.

Reading & Viewing:
- **See Think Wonder** thinking routine
  - What are the things that you see, observe or notice in this animation?
  - What does it make you think will happen next?
  - Why do you think this might have happened?
  - What does it make you wonder?

Writing & Representing:
- Pause the animation at 1:05.
- Compose the next part of the story.
  - Establish bookwork expectations.
  - Develop a success criteria for writing.
- Share writing.

**NB:** More information about the thinking routine **See Think Wonder** can be found on my website: [http://thinkingpathways.weebly.com/seethinkwonder.html](http://thinkingpathways.weebly.com/seethinkwonder.html)
After Initial Viewing

Speaking & Listening:
- Discuss: How did your ending compare to the animation?

Writing & Representing:
- Write a description of one of the characters or the flying ship and illustrate.
- Share writing

Further Learning Experiences

Links to STEM:
- Design a new flying machine for Lucas and describe it
- Design own paper plane and have a FUN paper plane throwing competition
  - Whose plane can travel the furthest distance?
  - What items can we use to measure the distance?
  - What’s the difference between the longest throw and the shortest?
  - Does the answer depend on the type of object used to measure?
<table>
<thead>
<tr>
<th>See</th>
<th>Think</th>
<th>Wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the things that you see, observe or notice in this animation?</td>
<td>What does it make you think will happen next? Why do you think this might have happened?</td>
<td>What does it make you wonder?</td>
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</tbody>
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English Lesson Ideas
Years 3-6
**Before Initial Viewing**

**Reading & Viewing:**
Comprehension-Predicting:
- Display the title and an image from the animation.
- Ask students to make predictions about what might occur in the digital animation.
- Record initial predictions in a prediction flowchart.

**Speaking & Listening:**
- Share initial predictions including reasons why this prediction was made – partner share then class share.

**Spelling:**
- Brainstorm words related to the word soar, e.g. flying.
- Extension: Sort the brainstormed words according to different categories, e.g. letter patterns, meanings etc.

**During Initial Viewing**

**Reading & Viewing:**
Comprehension-Predicting:
- Begin watching the beginning of the animated short, stopping at set intervals to review and revise current predictions using the prediction flowchart.
  - 27 seconds
  - 49 seconds
  - 56 seconds

**Speaking & Listening:**
- Share revised predictions including reasons why this prediction was made – partner share then class share.

**Writing & Representing:**
- Pause the animation at 1:05
- Compose the next part of the story
  - Establish bookwork expectations
  - Develop a success criteria for writing
- Peer edit writing using editor’s code & 2 stars & a wish
- Share writing.

Alice Vigors 2018
After Initial Viewing

Speaking & Listening:
 Discuss: How did your ending compare to the animation?

Reading & Viewing:
Comprehension-Connecting:
 Using a Venn diagram students compare and contrast their written piece to the actual ending of the animation.

Further Learning Experiences

Themes & Messages:
 Explore what a theme is → a theme is the message or lesson that the author wants you to learn from the story. The theme is often inferred.
 What themes are present in this animation?
 What did the characters learn?
 Did all the characters learn the same thing?
 How did the characters grow throughout the animation?
 How does this animation fit with what we know about growth vs. fixed mindset?
 What message can we take from this animation and how might it apply to our lives?
Further Learning Experiences

Reading & Viewing:
Comprehension-Inferring & Synthesising:
- Use the thinking routine **Step Inside** to dig deeper and uncover the complexity behind one of the characters and their actions.

Writing & Representing:
- Retell the story from the point of view of Mara or Lucas. Use the step inside to help you examine things from their point of view.
- Compose a ‘flashback’ scene that tells us more about Lucas and his life.

**NB:** More information about the thinking routine **Step Inside** can be found on my website: [http://thinkingpathwayz.weebly.com/stepinside.html](http://thinkingpathwayz.weebly.com/stepinside.html)

Connecting to other texts:
- Mute the sound on the animation and play the song **Believe in Yourself** by the Hot Potato Band whilst the animation is playing.
- Give students a copy of the lyrics and listen to the song again.
- Discuss connections to Soar animation & the characters.
- How does this song connect to the animation **soar**? Record thinking. Use the thinking routine **Give One, Get One** to share and gain new ideas.
- Use the thinking routine **Connect Extend Challenge** to explore the connections between the two texts.

**NB:** More information about the thinking routines **Connect Extend Challenge** or **Give One Get One** can be found on my website: [http://thinkingpathwayz.weebly.com/connectextendchallenge.html](http://thinkingpathwayz.weebly.com/connectextendchallenge.html) [http://thinkingpathwayz.weebly.com/giveonegetone.html](http://thinkingpathwayz.weebly.com/giveonegetone.html)
Make predictions about the text and provide evidence about why that prediction was made.

My initial prediction...

Revised or new prediction...

What makes you think this?

Revised or new prediction...

What makes you think this?
Give One, Get One - Thinking Routine

- Give students a topic, prompt or question to respond to.
- Students record their responses.
- Students stand up and find someone from another table or part of the room.
- Share **one** of your ideas with your partner.
- Get **one** idea from your partner – has to be a new idea. Ask them ‘Why is that important?’ or ‘Why did you make that connection’? Record your partners idea & reasoning.
- Repeat with up to two more people.

Adapted by Alice Vigors 2017
<table>
<thead>
<tr>
<th>Connect</th>
<th>Extend</th>
<th>Challenge</th>
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<td>What immediate connections came to mind for you between Soar and the lyrics?</td>
<td>How has our learning extended your thinking about the animation or a character?</td>
<td>What questions or challenges do you have as you try to understand these texts?</td>
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Other Growth Mindset Lesson Ideas
Paper Task
Tim Bowman – Founder Class Creator

Before your students enter the room place a couple of these in a place where each student can easily view it from all sides.

**Materials:** scissors, scrap paper

Instruct students they cannot touch the structure, but they are encouraged to move around it and view it from all angles. Encourage students to discuss their ideas and methods as they go, but if they are successful, they are to keep their method to themselves.

While the kids are working on it walk around the classroom and monitor their behaviour and language. I write down the language I hear and take photos of the kids working. After about 5 or so minutes start writing the language you have heard on the board.

At the end discuss the activity:
- Did anyone make it? How long did it take? How many tries?
- What was it like when someone else got it?
- How long did you look at the structure before you started?
- Did you look at what others were doing? Did you learn anything from what they were doing?

**Instructions:**
1. **Use a rectangular piece of paper**
2. **Fold in ½ along the long side & unfold it again**
3. **Make 3 cuts using scissors – 2 on one side and 1 on the other**
4. **Twist the paper**
Display 9 different words and discuss their meaning according to the characteristic of effective learning, e.g. perseverance, distractions etc.

Pairs: think about and sort words according to importance of an effective learner. Discuss choices and make note of final decisions including reasons for their choices.

Teams of 4: discuss choices each pair made and try to develop a shared Diamond 9 – convincing group of choices including justification.

Share Thinking: groups share and justify choices. Display

Can we make a whole class Diamond 9? Or agree on the top 3 words or phrases?

NB: Click here for a copy of my Diamond Nine activity template
Mojo & Growth Mindset Videos

✓ Episode One: Your brain is like a muscle (click image)
✓ Episode Two: The magic of mistakes
✓ Episode Three: The incredible power of yet
✓ Episode Four: The mysterious world of neurons
✓ Episode Five: Mojo puts it all together
Diamond 9 Growth Mindset Task

Below is a series of 9 boxes in a diamond formation. The top box represents the most important characteristic of effective learning and the bottom box represents the least important characteristic. Examine the 9 words below and decide where they fit in the Diamond 9. Be prepared to justify your choices.

Cut out each of the 9 words and order them from most important (top box) to the least important (bottom box) characteristics of effective learning.

- Challenge
- Perseverance (not giving up)
- Making mistakes
- Making learning goals
- Distractions
- Effort
- Taking the easy option
- Guessing
- Getting Feedback