

South Carolina Department of Education Grades 3-6 Gifted and Talented Resources for eLearning

Teachers: The lessons in this resource can be assigned to students in order, using all components, or students can engage with the lessons by choosing which ones they would like to engage with. You have the freedom to pick a component or allow students to choose from the components. If you choose part of a Student Engagement, be sure to include the citation at the end of each Student Engagement. While the resource focuses on grades 3-6, activities can easily be adapted for grades below and above this band. Likewise, the resource can be used with students not identified as gifted and talented. While there are videos within the lessons, if students do not have access to the videos, they can engage with the other activities within the lessons. In addition to this resource, you can extend students' learning with a free account to access online resources at <https://everfi.com/partners/k-12-educators/social-emotional-learning/>

Standards: In addition to addressing many of the content standards, the resource focuses on the following [NAGC Standards \(2019\)](#):

Learning and Development Standard 1: 1.1 Self Understanding; 1.4 Awareness of Needs; 1.5 Cognitive, Psychological, and Affective Growth

Curriculum Planning and Instruction Standard 3: 3.2 Talent Development

Learning Environments Standard 4: 4.1 Personal Competence, 4.2 Social Competence, 4.3 Responsibility and Leadership, 4.5 Communication Competence

Citation: National Association for Gifted Children. (2020). *Pre-K to Grade 12 Programming Standards*. Retrieved from National Association for Gifted Children: <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12>

Gifted and talented content lessons can be accessed at the following links:

Duke Tip. (2020). *Tips Curriculum Vault*. Retrieved from Duke Tip:

<https://blogs.tip.duke.edu/teachersworkshop/category/tips-curriculum-vault/>

Duke Tip. (2020). *Lesson Blueprints*. Retrieved from Duke Tip:

<https://blogs.tip.duke.edu/teachersworkshop/category/lessonblueprints/>

Extension Activities can be accessed at the following links:

The New York Times (2020). *What's Going On in This Picture?* Retrieved from The New York Times: <https://www.nytimes.com/column/learning-whats-going-on-in-this-picture>

The New York Times (2020). *What's Going On in This Graph?* Retrieved from The New York Times: <https://www.nytimes.com/column/whats-going-on-in-this-graph>

Social Emotional Learning (SEL) increases students' sense of wellbeing and improves their focus on learning. Through SEL, students recognize others people's needs and feelings, and they express concern for others through acts of compassion by saying and doing things that show they

care. According to National Association for Gifted Children (NAGC), “Because gifted children demonstrate greater maturity in some domains over others, they may be at greater risk for specific kinds of social-emotional difficulties if their needs are not met. These aspects may include heightened awareness, anxiety, perfectionism, stress, issues with peer relationships, and concerns with identity and fit” (NAGC, 2020).

Citation: National Association for Gifted Children. (2020). *Social and Emotional Issues*.
<https://www.nagc.org/resources-publications/resources-parents/social-emotional-issues>

Student Engagement 1: Awareness of Others’ Needs

Watch the following video: <https://www.youtube.com/watch?v=7PjBS2AjM7o>

ACC Digital Network. (2016, Oct. 28). *Rivals Help Injured Runner Across Finish Line*. You Tube.
<https://www.youtube.com/watch?v=7PjBS2AjM7o>

Respond to the following questions about the video. You can do this in writing or in an electronic journal.

Who in the video was in need? What was the person’s need?
What did other people do when they saw the person in need?

If you do not have access to the video, read any book and find examples of the following:

- People in need
- People helping others
- Think of ways that people could help each other in the book.

You can record your thoughts in a journal or annotate on Post-It Notes and place them in the book next to the part of the text that sparked your thinking. These thinking tracks are called annotations.

Write a reflection on the following questions:

If you saw someone in need, what would you do to show them you cared?

Can you think of a time when you helped someone in need? How did you show them that you cared?

What are ways at school, home, or in the community that you can show people that you care?

What can parents do at home? Create a caring jar. Each time you and/or your child observe(s) someone in your home or on television showing kindness, put a small object in the jar. When the jar is full, plan a surprise for the family. This could include watching a movie together, cooking a favorite meal, playing a game together, or any other activity.

Books about being kind:

Bear Feels Sick (2012) by Karma Wilson

Have You Filled A Bucket Today? (2015) by Carol McCloud

If you do not have these books at home, read alouds of the books can be found on YouTube.

Student Engagement 1 is Adapted from Everfi. (2020). *Social and Emotional Learning Curriculum*. Retrieved from <https://everfi.com/partners/k-12-educators/social-emotional-learning/>

Student Engagement 2: Caring About Other's Feelings

Watch the following video: <https://vimeopro.com/wondergrove/empathy/video/106649118>

Empathy. (2015). Vimeopro. <https://vimeopro.com/wondergrove/empathy>

Respond to the following questions about the video. You can do this in writing or in an electronic journal.

How did the girls react to what Peter told them?

How did they treat Peter?

Draw two circles that overlap. Label one circle Kindness. Label the other circle Empathy. There should be a blank space in the middle where the two circles overlap. This is where you will write items that apply to both kindness and empathy.

Write the following items in the diagram under the appropriate label:

- a feeling
- thinking about how other people are feeling and care about them
- You see someone walking down the hall dropping books from a stack they are carrying, and you pick up the books they drop and carry them for them.
- can lead to kindness
- You hear a story about someone, and you know how they feel.
- You understand how someone feels, and you think about how it makes you feel.
- Help someone in need.

After completing the complete and contrast sort, write a reflection on the following questions:

- Can you see empathy? If so, how?
- Can you see kindness? If so, what does it look like?
- When someone is in need of kindness, how does empathy help?
- Are there times when it might be hard to feel empathy? Describe those times and what you should do?
- What should you do if you show kindness to someone, and they do not show kindness to you in return?

Think through the following scenarios and identify how the person might feel and what the person might need. How could someone use empathy to show kindness in the situations.

- Frank completed his science project, but after bringing it to school on the bus where some students made fun of it, he threw it in the trash.
- During the band concert, Shaquan performed a solo, but fell going back to his chair, and everyone laughed.
- Raquel, a new girl at school, sat by herself in the cafeteria and did not eat her lunch.
- Karla rides the bus to school, and does not have anyone who can pick her up after school, so she said she could not be in the school play that rehearsed in the afternoon.

Choose at least one scenario and record your responses in a journal or with a picture, song, dance, play, or story.

Respond to the following scenarios to reflect on how you would feel.

Both you and your best friend try out for the basketball team. You are both excited, but only YOU get picked to be on the team. After the roster is posted, your friend does not sit with you at lunch or speak to you in the hallway.

- How do you think your friend feels?
- How do you feel?
- Knowing how your friend probably feels, what can you say or do to show kindness?

You're playing with friends during PE. A new student who has just moved to your school comes over to talk to your group. No one stops to listen to the new student and no one invites the student to play with you.

- How do you think the new student feels?
- How do you feel?
- Knowing how the new student probably feels, what can you say or do to show kindness?

You are in a hurry when you leave the classroom because you were finishing a project that is due the next day. Your friends have already left the classroom and are playing on the playground. You cannot wait to join them. When you jump up to run out of the door, you look back and notice that the teacher is making someone else clean up the trash you accidentally left on the desk.

How do you think the teacher feels?

How do you feel?

How do you think the student cleaning up your trash feels?

What can you do to show kindness?

Write a reflection on the following questions:

When was a time you felt empathy for someone else?

When was a time when you had empathy and then showed kindness toward someone else?

What can you do to show empathy and kindness in your school, home, and community?

Books about empathy:

Stand in My Shoes (2013) by Bob Sornson

The Invisible Boy (2013) by Trudy Ludwig

A Sick Day for Amos McGee (2010) by Philip Stead

One (2008) by Kathryn Otoshi

My Many Colored Days (1996) by Dr. Seuss

If you do not have these books at home, read alouds of the books can be found on YouTube.

Student Engagement 2 is Adapted from Everfi. (2020). *Social and Emotional Learning Curriculum*. Retrieved from <https://everfi.com/partners/k-12-educators/social-emotional-learning/>

Student Engagement 3: Controlling Our Own Emotions

Create a song, painting, dance, or anything else you can think of to represent one of the following:

- emotions you feel on the inside that show on the outside
- emotions you feel on the inside that don't show on the outside
- a time when your feelings were hurt and you felt a strong emotion

Identify the emotion that you would feel if you experienced each of the scenarios below.

- Your ride is late picking you up from school.
- You do not do as well as on a test as you thought you would.
- You win the football game by kicking the winning field goal.
- No one shows up at the movie that you invited them to go to.
- A neighbor breaks your favorite toy.
- No one will play with you at recess.
- Your friend will not talk with you in the hallway.
- Another student sneezes all over your lunch.
- You cannot find your parent in a store that you went in with them.
- Your house does not have electricity the night after a storm.

Choose at least one of the emotions that you listed above and write a journal or create a video or any other thing you would like to use to express yourself. Include the following information. What causes you to feel that way? How do your actions show it when you feel that way? How can you treat others when they feel the same emotion?

Choose one of the books below to read. If you do not have these books at home, read alouds of the books can be found on YouTube.

Chrysanthemum (2008) by Kevin Henkes

Stand Tall, Molly Lou Mellon (2001) by Patty Lovell

A Bad Case of the Stripes (2004) by David Shannon

Spaghetti in a Hot Dog Bud (2008) by Maria Dismundy

Answer the following questions about the book you chose to read:

- What did the main character learn in the story?
- What change did the main character experience?
- What is the author trying to teach anyone who reads the story about life?
- What emotions did the main character have? How did the main character handle the emotions?
- Who showed kindness to the main character? What lesson did that person learn?

Reflect on a time when you felt more than one emotion at the same time or you weren't sure how you felt. What did you do when you felt that way? How do you act when you experience negative emotions? What are some things you could do to handle a negative emotion and cool down? Did anyone feel empathy for you or show you kindness?

Additional Resources for Parents:

The Pout Pout Fish (2013) by Deborah Dison

Disney's *Inside Out* (2015)

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Student Engagement 4: Growing Through Our Mistakes

Reflect on the following:

What is something that you have gotten better with by practicing?

What is something that you would like to get better at still?

Create a two-column chart by writing the phrases below in the left-hand column under the heading "You say" and write what you would say in the right-hand column instead of what is written in the left-hand column. For instance, someone who does not believe they can get better by practicing might say, "I cannot do that." However, since you have experience getting better through practicing, you might say, "I will be able to do that if I practice."

You say phrases:

I cannot do that.

I quit.

This is too hard.

I'm not good at science.

My project isn't any good.

This is the best I can do.

I messed up.

That didn't work.

I'll never be smart.

Complete the following statement:

I cannot _____ YET, but if I _____

I will be able to.

Part of *Student Engagement 1* is Adapted from Everfi. (2020). *Social and Emotional Learning Curriculum*. Retrieved from <https://everfi.com/partners/k-12-educators/social-emotional-learning/>

Now it is your time to learn something new or to get better at something you already know how to do.

The first thing you need to do is create a goal. Complete the phrases below.

My goal is to create, discover, learn, perform, etc. . . . (choose one word from the list to include in your goal.) For instance, My goal is to learn to create a garden in my backyard.

My new learning will impact/affect my community, my school, my family, my friend, student who, etc. by (Choose one phrase from the list to include in your statement.) For instance, My new learning will impact my family by helping them have fresh vegetables.

After you have your goal and statement, think through your plan for your new learning.

Keep track of your learning along the way. Keep a written or video journal to explain what you are learning through the experience and how you are learning it. In your final journal entry, include at least three examples of evidence you have collected that supports your new learning and the progress you made in achieving it. This could be a bar graph or chart to measure your growth, reflective journal entries over time, or before and after pictures or videos.