

Gifted and Talented Grade 6 Plans at a Glance for 2020-2021:

Below is an at-a-glance of grade 6 gifted and talented units.

Green = Units

Blue = Shorter 1-2 Day GT SEL MiniUnits

Red= Individual Goals Reflection/Meetings

September	February
<p>Unit 1: Reality TV Show Pitch Students will design a reality TV series starring themselves through a guided planning process focusing on their strengths. They will create a flipgrid video to pitch their idea to the class. This activity will serve the purpose of building community within the GT cohort, self-reflection of strengths/interests, and presenting a persuasive pitch.</p> <p>GT SEL MiniUnit 1: What is SMART? (1 class and 1 optional extension class if kids get into it) Too often GT students identify with the term "smart" - we need to redefine this! Students will analyze literary/historical characters smart characteristics. They will make a list of "smart" characters, redefine the character's strengths with new specific descriptions, create a team of two characters with differing strengths and creatively develop a story where these characters use their specific strengths to overcome the challenge.</p>	<p>Unit 4: Winter Independent Study Infographic Students will be exposed to Canva and infographic best practices and creation. They will reflect on their learning goals for 6th grade and choose a content topic to research and summarize their research through a Canva infographic. Students will present infographics to the class.</p> <p>GT SEL MiniUnit 3: The Tournament of Resiliency (1-2 classes) A growth mindset and resiliency are terms that are important to the growth of GT students! Students will analyze literary/historical characters resiliency, determine criteria for winning within their tournament, and create a tournament bracket to determine their resiliency winner.</p>
October	March
<p>Unit 2: GT Inventors - The Next Big Idea: Students will research habits of inventive geniuses and creativity through a variety of sources, complete creativity/invention activities, and go through the invention process to research, plan, design and pitch their own invention or business idea. Students can focus their process on their strengths (ie - math minded can focus on the financial planning; verbal can focus on the pitch etc.) Students will communicate their idea with coding their own website that will include a business plan, design, and video pitch.</p>	<p>Unit 4: Winter Independent Study Infographic Continued</p> <p>Unit 5: Enrichment Cluster Choices Students will choose from the Grade 6 2019-2020 Bulldog Block Enrichment Cluster choices: Poetry, Art, Statistics, African American History, or Changemakers. They will work in small cohorts to investigate the enrichment. (Possibility of other enrichment cluster topics to be added.)</p> <p>Self Reflection Google Form/Google Meet (1 class) Students will complete a google form to reflect on their GT learning goals for 2020-2021.</p>
November	April
<p>Unit 2: GT Inventors - The Next Big Idea: Continued</p> <p>GT SEL MiniUnit 2: Emotional Health of GT- Anxiety Reduction (1 class with possible follow up of analyzing) Students will explore "Why Smart Kids Worry" series. They will analyze some recommended stress/anxiety reduction techniques: square breathing, change the channel, brain plate/write it down, worry time, and five question rule. Students will have a group discussion about best techniques and reflect on what works for them!</p> <p>Self Reflection Google Form/Google Meet (1 class) Students will complete a google form to reflect on their GT learning goals for 2020-2021.</p>	<p>Unit 5: Enrichment Cluster Choices Continued</p> <p>GT SEL MiniUnit 4: Organizing Group Work With the Thinking Hats (1 class) Especially for GT students, sometimes group work can be more challenging than the work itself! Students will learn the strategies of thinking hats to overcome this challenge: facts, emotions, positive, negative, creativity, and organization. They will test out applying the strategies and reflect on them.</p>
December	May
<p>Unit 3: NPR Podcast Project Students will be exposed to best practices of communication through podcasts. They will make decisions about topics of high interest to them and features they prefer from podcasts. They will work in small groups to plan, write, and present their own student podcast episode. Using the Anchor, they will work collaboratively to record and submit their recording to the 2021 NPR competition.</p>	<p>MAY/JUNE TBD - Either add a Unit 6 OR readjust timing of earlier in the year depending on # of times students are meeting per week, units may take longer! It is more likely that the prior units this year will take longer to implement digitally within the new schedule and these existing activities will already run into May/June.</p>
January	June
<p>Unit 3 NPR Podcast Project Continued</p> <p>Self Reflection Google Form/Google Meet (1 class) Students will complete a google form to reflect on their GT learning goals for 2020-2021.</p>	<p>Self Reflection Google Form/Google Meet (1 class) Students will complete a google form to reflect on their GT learning goals for 2020-2021.</p> <p>GT SEL MiniUnit 5: GT Habits Book Analysis (1 class) Students will analyze and reflect on <i>Gifted Teen Survival Guide</i> excerpts.</p>

Individual Learning Activities In Detail:

Below is a more detailed plan of learning for the units above. Resources are linked within suggested unit plans. Highlighted in yellow is still to be completed or revisited early in the school year.

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The table of contents below will “quick-link” to the location of the lesson. Click on each lesson to jump down in the document to the detailed plans.

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Add link to a google document of additional contests and enrichment opportunities that can be offered.

Unit 1: GETTING TO KNOW YOU REALITY TV SHOW PITCH

Task:

- Students will plan and design their own reality TV show pitch for a TV network starring themselves!
- They may choose to develop an unstructured or structured reality program or a competition reality program with them as the host.
- Their task is to present a flipgrid video pitch for their own reality TV show centered around their life, interests, or talents.

Materials:

- [Reality TV Pitch Brainstorming & Design Packet](#)
- Flipgrid

Steps:

1. **INTRODUCE PROJECT & ANALYZE POPULAR REALITY TV:** Students will analyze favorite reality TV shows to determine what is high interest for viewers.
2. **COMPLETE A BRAINSTORMING OF THEIR OWN STRENGTHS AND SHOW IDEAS:** Students will complete a brainstorming activity for the overall theme of their show, location, events, and cast. They will develop a one page "Proposal at a Glance" with their description, cast, location, activities/events, and intended audience.
3. **PLAN AND RECORD A PITCH:** Students will plan their pitch to a TV network and record their 2 minute video on flipgrid.
4. **VIEW PEER VIDEOS:** After filming, students will be able to view their peers' videos.

GT SEL Mini-Unit 1: "WHAT IS SMART?" (CHARACTER & PERSONAL ANALYSIS)

Task:

- Students will complete activities focusing on redefining the term "smart" for characters, historical figures, and themselves.

Materials:

- **Teacher created video introduction** OR watch [byrdseed video](#)
- [Google document graphic organizer](#) (sample shared doc linked)

Steps:

1. WATCH "SMART" VIDEO: Students will watch Teacher Flipgrid Videos on "What is Smart?" to guide their thinking.
2. ANALYZING "SMART" CHARACTERS: In stages, students will complete the google doc graphic organizer in groups. They will first list at least a dozen "smart" characters or historic figures. They will note that many of these characters would work well together, but others would have lots of conflict and pick three "dream team" characters and determine more specific compliments than "smart." Finally, they will pick two of these characters and develop a situation in which they must work together to solve problems, combining their unique strengths.
3. REFLECTING ON OUR OWN "SMART": Next, they will create a web of descriptions about themselves using words other than the word smart.

GT SELF REFLECTION/GOOGLE MEET (MK PRD 1)**Task:**

- Students will reflect on their personal learning progress and GT plan.

Materials:

- [Google Form Reflection](#) *(sample linked to make a copy/modify - not to use exact form)*

Steps:

1. DISCUSS FORM: Preview the goals of reflection with students and the questions on the google form.
2. COMPLETE FORM: Students will independently complete the google form. Possibly follow up with individual meetings to discuss highlights of learning and areas for improvement.

UNIT 2: GT INVENTORS - THE NEXT BIG IDEA

Task:

- Scientists and inventors aren't the only people who can invent the next big idea! This unit focuses on the importance of creative thinking in the invention and "maker" design process. Students will research influential inventors/makers and effective habits of "thinking outside the box" in the design process. Student inventors/makers will apply their creativity to the invention process, developing a new invention (or work to improve an already existing invention or product). Students will research, brainstorm, and design a model or prototype of their own invention, working individually or collaboratively in small groups. They will analyze their product, considering factors of successful small business design and marketing in working towards the effort of sharing their developments.

Materials:

- Google Docs and Video Links Linked Below**

Steps:

1. INTRO UNIT GOALS/INVENTION READING EXCERPT EXPERTS: Students will discuss their personal background knowledge of investors with a Notice/Wonder chart. Students will then complete initial research on inventions - they will receive a page of [The Kid Who Invented The Popsicle. Each page details the invention story behind everyday things \(ex: Gatorade, Flyswatter, Baby Ruth Candy Bar, Miniature Golf, etc\).](#) They will read the page and highlight/summarize the key points in a concise 1-2 sentences in a google meet format.
2. CREATIVITY WARM UP/RESEARCH: [Warm Up Activity applying creativity to design](#) inspired by [Inventions, Inventors, and You](#) Following up on one of the warm up creativity activities where the students designed multiple uses for a skateboard, share this [instructables.com content](#) transforming a skateboard into another design. Following up on the concept of "consuming content", students will explore instructables to consume open source design content. ([instructables.com content](#) includes both researching designs or concepts and investigating contests to enter.)
3. MINI-LESSON ON "CREATIVE CURVE" RESEARCH Share excerpt of [Creative Curve Ted Talk](#) (after 9:45) & PPT of excerpts from [The Creative Curve: How to Develop the Right Idea at the Right Time](#) & "turn and talk" to discuss concepts within the excerpts.
4. PAST AND FUTURE INVENTIONS/ATTRIBUTIONS ANALYSIS [Brainstorming of past and present inventions](#) inspired by [Inventions, Inventors and You](#) **(This could maybe be adapted for digital learning to be a much shorter activity that can be collaborative in a google meet. Leaving original doc as a reference.)** As a collaborative activity, students can complete [Analysis of Attributions Activities](#) inspired by [Inventions, Inventors and You](#).
5. DESIGN PROCESS: Students will discuss a topic of interest to them and a "need" to begin their own design process. The students will plan their own invention of a product or service using this [google document to guide their planning](#). Students will analyze the problem, assess the present situation, redefine the problem, brainstorm, analyze, experiment/gather data, predict consequences, and plan for distribution/communication of their ideas. Students will draw their invention.

6. **COMMUNICATION OF INVENTION:** Students may choose to create a website or record a video to communicate their ideas. Students will bring home a link to their website to their families to receive feedback on their invention idea and will also be able to share the link with their peers on google classroom.

Extension Opportunity:

- ***Extension on researching the financial needs of inventions (ex: https://www.izzit.org/products/detail.php?video=inventing_the_future)***
- ***Offer different options for presentation of their idea: can communicate by coding a website using BSD coding. They can also make a video to present their idea. If making a video, they should possibly be introduced to the below contest, since that could help frame how to make the video for both the class AND the contest.***
- ***Offer to the students the 3M Young Scientists Lab Invention Competition as an opportunity to independently extend the inventors activity. The contest is expected to run in 20-21 again - dates have yet to be released. Link to last year's contest: <https://www.youngscientistlab.com/>***

GT SEL Mini-Unit 2: ANXIETY REDUCTION

Task:

- Students will be exposed to strategies to reduce anxiety. The video clips are developed by Allison Edwards, author of “Why Smart Kids Worry”, and explain the anxiety reduction tools: “Square Breathing”, “Change the Channel”, “Brain Plate”, “Worry Time”, “5 Question Rule”.

Materials:

- **Teacher created video introduction** or watch the [five byrdseed stress reduction videos](#).
- **Google meet.**

Steps:

1. REVIEW STRATEGIES: Students will watch the video walking them through:
 - ☐ Square Breathing
 - ☐ Change the Channel
 - ☐ Brain Plate
 - ☐ Worry Time
 - ☐ 5 Question Rule
2. DISCUSSION: Students will reflect on the strategies and discuss whether the strategy works for them, if it could possibly be modified to work for them, and what other strategies they may suggest.

Extension Opportunity:

1. This is a book that discusses the strategies above and may have more resources and tips within to explore: [“Why Smart Kids Worry”](#)

GT SELF REFLECTION/GOOGLE MEET (MK PRD 2)**Task:**

- Students will reflect on their personal learning progress and GT plan.

Materials:

- [Google Form Reflection](#) *(sample linked to make a copy/modify - not to use exact form)*

Steps:

3. DISCUSS FORM: Preview the goals of reflection with students and the questions on the google form.
4. COMPLETE FORM: Students will independently complete the google form. Possibly follow up with individual meetings to discuss highlights of learning and areas for improvement.

UNIT 3: NPR PODCAST COMPETITION

Task:

- Students will work together in groups to develop a podcast. They will complete guided steps to plan, record, and submit a podcast to the NPR competition.

Materials:

- [Introduction Slideshow](#)
- [Website](#)

Steps:

1. INTRODUCTION: Students will be introduced to the basics of podcasts and the criteria and constraints of the competition. (1 day)
2. SAMPLES: Students will explore exemplars of podcasts. (1 day)
3. BRAINSTORMING & CHOOSING TOPICS: Students will again revisit the criteria and constraints and brainstorm their topic choices. They will explore links on the NPR website. (1-2 days)
4. PLANNING: Students will plan and research their topics. (5 days)
5. RECORDING: Students will record their podcasts. (2 days)

Extension Opportunity:

- *Students can continue collaborating on podcasts after the contest if they are interested. Or if they are working on one independently at a later time, they can share with the class for feedback and discussion.*
- *Students should check the winners of the 20-21 contest (usually announced late spring) and analyze the qualities of the winners and then reflect on a creative angle they could use to re-record their submission (hypothetically re-recording!)*

Unit 4: Winter Independent Study

Task:

- Students will work to gain knowledge on a topic or skill of their choice. Students will gain knowledge and understanding of the topic of their choice and develop an infographic to share their understanding and research.

Materials:

- [Infographic Instructions PPT](#)
- [Independent Study Graphic Organizers](#) (google doc to be shared as individual copies for students)

Steps:

- BRAINSTORM** - Students will brainstorm topics of interest to them. What topics are they already experts on? How can they extend that learning? Is there something they are interested in learning that they would like to be exposed to?
- PLAN** - Students will plan the goals of their research. Students will decide questions that they want to know about the topic and make a plan for their research days.
- RESEARCH** - Students will complete independent research, compiling both notes and resources digitally.
- COMMUNICATION** - Students will develop an infographic to communicate their research and will present it to the class, explaining their learning.

Extension Opportunity:

- While working, students can collaborate between similar topics. By making a similar theme or look to their infographics, students could make an informational series of infographics.*
- Students could also have an opportunity to present their infographic to a larger audience such as in a class or to a team or students.*
- Students can independently continue to make infographics as a series within the same broader topic.*

GT SELF REFLECTION/GOOGLE MEET (MK PRD 3)

Task:

- Students will reflect on their personal learning progress and GT plan.

Materials:

- [Google Form Reflection](#) *(sample linked to make a copy/modify - not to use exact form)*

Steps:

5. DISCUSS FORM: Preview the goals of reflection with students and the questions on the google form.
6. COMPLETE FORM: Students will independently complete the google form. Possibly follow up with individual meetings to discuss highlights of learning and areas for improvement.

GT SEL Mini-Unit 3: TOURNAMENT OF RESILIENCY

Task:

- In this activity, students will learn about resiliency through materials (like rubber bands) and then create a tournament of people and characters who have displayed resiliency.

Materials:

- **Teacher created video introduction** or [watch byrdseed video](#)
- **Google document graphic organizer (linked below)**

Steps:

1. INTRODUCE “RESILIENCY”: Students will watch the introduction video and will be guided to brainstorm examples of materials that cannot stretch or squish, can stretch or squish but don’t bounce back, can stretch and do bounce back.
2. BRAINSTORM RESILIENT PEOPLE: After learning about how muscle becomes *stronger* under stress, students will brainstorm people who have grown because of difficult situations.
3. CREATE THE TOURNAMENT: Students will set the criteria for “winning” within a tournament of resiliency. After determining criteria and rules, students will build a tournament with eight resilient competitors and work their way through to determine the champ!

Unit 5: ENRICHMENT CLUSTER CHOICES

Task:

- Students will select an enrichment cluster to investigate. Common interests will bind the small groups together to work cooperatively. All cluster activity is directed toward the production of a product or service and a series of start-up activities help students find and focus a problem that the majority of the group wants to pursue. A unique feature of clusters is that everyone does not do the same thing. There is a division of labor that models real-world productivity, and everyone contributes in his or her own area of specialization. The group is connected by a common purpose.

Materials:

- Materials for Changemakers
- Materials for Artful Thinking
- Materials for Poetry
- Materials for African American History
- List of Other Topics for Exploration

Steps:

- INTRODUCE Enrichment Clusters. Student selections of enrichment clusters to investigate a topic of their choice from a menu of enrichment options. **The topics above were included because they are well-prepped enrichment from the 19-20 school year, but a list of other topics may be necessary for exploration of topics that meet students' G&T learning plan goals (example of other Enrichment Clusters: [here](#) and [here](#)). This will be adjusted by 6th grade teachers during the 2020-2021 school year.**
- COLLABORATION: Student will collaborate in small group google meets/zooms to discuss their progress on the topics. They will complete start-up activities, set goals as a small group, and work to achieve those goals.
- PRESENTATIONS: Students will share out with the larger group to share their final authentic products.

GT SEL Mini-Unit 4: ORGANIZING GROUP WORK THROUGH THINKING HATS

Task:

- From Edward de Bono, the Thinking Hats give students six specific ways to think and speak when they're working with others.

Materials:

- **Teacher created video introduction** or [watch byrdseed video](#)
- [Graphic Organizer](#)

Steps:

1. REVIEW THE SIX HATS: Students will review the six hats (facts, emotions, positive, negative, creativity, organization) watchin the video.
2. APPLY THE SIX HATS: Only one mode is allowed at a time, so if the group is being "creative," no one is allowed to be "negative." This keeps everyone working in the same style. Then, later, the group can all switch to purposefully be "negative." You certainly don't need to use all six every time, but the Thinking Hats can help your students' small group and whole group discussions stay on the same track.
3. REFLECT: Students will discuss as a group. They will reflect on the effectiveness of the six hats thinking style for group work. Would this have helped them in the past? Something that may help them in the future as a middle schooler and beyond?

Extension Opportunity:

- Students can apply the hats to group work on a current activity or project within their classes.
- Students can apply the hats application to the **Lunar Survival Skills** video and **lesson** or **Tragedy of the Commons** lesson.

GT SEL Mini-Unit 5: GIFTED TEEN SURVIVAL GUIDE ANALYSIS

Task:

- *Gifted Teen Survival Guide* excerpts

Materials:

- **Teacher created video introduction**
- [The Gifted Teen Survival Guide](#) (already own one teacher copy)
- **Excerpts from The Gifted Teen Survival Guide (to be scanned and uploaded to google drive)**
- **Google document graphic organizer (linked below)**

Steps:

1. REVIEW THE TIPS/RESEARCH: Students will view an excerpt from the “Gifted Teen Survival Guide” either in a digital format or read aloud during a google meet.
2. DISCUSS: Students will then discuss as a whole class. They will reflect on the accuracy of the author’s insight with their tip and whether it applies to them as a learner.

Extension Opportunity:

- **Students could borrow “The Gifted Teen Survival Guide” book from the classroom to read further.**

GT SELF REFLECTION/GOOGLE MEET (MK PRD 4)**Task:**

- Students will reflect on their personal learning progress and GT plan.

Materials:

- [Google Form Reflection](#) *(sample linked to make a copy/modify - not to use exact form)*

Steps:

7. DISCUSS FORM: Preview the goals of reflection with students and the questions on the google form.
8. COMPLETE FORM: Students will independently complete the google form. Possibly follow up with individual meetings to discuss highlights of learning and areas for improvement.