

# 2024-2025 G & T Grade 3\_Language Arts

Content Area: **Gifted and Talented**  
Course(s):  
Time Period: **Full Year**  
Length: **10 Weeks**  
Status: **Published**

## **Language Arts - World Culture - Homes Around the World**

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### **Unit Rationale**

This unit will expand the students' understanding of the world culture through exploring different types of homes around the world. The world is interconnected. What happens in one area of the world has an impact on the rest of the world. Sometimes that impact affects people personally, sometimes it affects our understanding of culture. One way we can learn to understand people and culture from other parts of the world is to study what type of home they live in. This can tell us a lot about the culture and everyday life people. Studying about different homes and cultures around the world encourages acceptance, inclusivity, and cultural awareness.

## **21st Century Life and Career**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Essential Questions**

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Why do people around the world live in different types of homes?

What can we learn about people from other cultures based on the homes they live in?

## Pre-Assessments

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- Instructional Level O for the 1st interval November-December from the [Fountas & Pinnell Instructional Level Expectations for Reading](#) (Exceeds Expectations)
- Earn an E in Reading, Writing, and Word Study on their most recent report card.

## Instructional Plan

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### 1 - Introduction to World Culture, Homes Unit

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#### Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.

#### Student Success Criteria ...

*For Warm-up Activities including Breakout EDU:*

- I can stretch my thinking to help me problem-solve.
- I can understand the rules and expectations for Gifted & Talented class

*For Main Part of Lesson*

- I can explain what **culture** means.
- I can name at least one world holiday that I learned about today.

#### Instructional Strategies and Activities

- 1) Introduce rules and expectations for *Gifted and Talented* class.
- 2) Teach students how to play Breakout EDU.
- 3) Watch the YouTube read-aloud, "*If the World Were a Village*" ([Linked here](#))
- 4) Watch the YouTube video, *Cultures of the World* ([Linked here](#))
- 3) Introduce the project - "Homes Around the World."
- 4) YouTube read-aloud of *If You Lived Here*, by Giles Larouche. ([Linked here](#))
- 5) Additional optional videos:
  - *What Is Culture - Elementary Lesson* ([Linked here](#)) This is a slide show that gives information and introduces world culture

- *Around the World for Kids* ([Linked here](#)) This is a slide show of pictures from around the world set to music

## Formative Assessments

### *For Warm-up Activities including Breakout EDU:*

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

### *For the main part of the lesson:*

1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.

2) Class discussion (questions and answers), about the topics covered in the video read-aloud about celebrations around the world.

## Instructional Materials and Resources

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

YouTube read-aloud of *If You Lived Here*, by Giles Larouche. ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

Homes Around the World Links([Linked here](#))

## Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

## 2 - Choose Your Home

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### Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand that different **cultures** around the world have different ways of living.
- 3) WALT that the climate and lifestyle determine the type of housing.

### Student Success Criteria ...

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

#### *For Main Part of Lesson*

I can understand the rules and expectations for Gifted & Talented class.

I can use the Internet to help me make informed decisions.

I can name at least one type of home that I learned about today.

#### **Instructional Strategies and Activities**

- 1) Review the rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students play the Breakout EDU puzzle of the day.
- 3) Students watch the YouTube video, *Different Type of Homes Around the World for Kids* ([Linked here](#)).
- 4) Students watch the YouTube video, *Types of houses | Kutcha house and Pucca house | Different types of houses | Types of houses for kids* ([Linked here](#)).
- 5) Use this link for the Google search for houses around the world ([Linked here](#)).
- 6) Students commit to a type of housing and write it on their research packet ([Linked here](#)).

#### **Formative Assessments**

##### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

##### ***For the main part of the lesson:***

- 1) Class discussion. Students will reflect on how each of the class expectations will help them be successful in *Gifted & Talented* class.
- 2) Class discussion (questions and answers), about the topics covered in the video read-aloud about homes around the world.
- 3) Students commit to a type of home to research.

#### **Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

Homes Around the World Links([Linked here](#))

YouTube video, *Different Type of Homes Around the World for Kids* ([Linked here](#)).

YouTube video, *Types of houses | Kutcha house and Pucca house | Different types of houses | Types of houses for kids* ([Linked here](#)).

Research packet for *Homes Around the World* ([Linked here](#)).

Additional research links for research ([Linked here](#)).

## Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

## **3 - Safe Internet Search Techniques & Begin Research**

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### **Student Learning Intentions or We are learning to ... (WALT)**

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet

### **Student Success Criteria ...**

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

*For Main Part of Lesson:*

I can understand the rules and expectations for Gifted & Talented class

I can choose a holiday to research and explain why I chose this holiday to learn more about

I can use safe searching techniques to learn about a world holiday using the Internet

### **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Show students how to use Google's Safe Search for Kids search engine([Linked here](#))
- 4) Students will research the type of home they chose in lesson 2. They will use books and the Internet.
- 5) Students will begin work on completing their research packet.

### **Formative Assessments**

### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

### ***For the main part of the lesson:***

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class.
- 2) Class discussion (questions and answers), about how to use Google's Safe Search for Kids search engine.
- 3) Questions and answers about information the students read in the books and learn on the Internet about homes around the world.
- 4) Students will begin to complete an information research packet about their type of home.

### **Instructional Materials and Resources**

Assorted books about homes around the world

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank research packet ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

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## **4 - Research - Part II**

## Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet

### Student Success Criteria ...

*For Warm-up Activities including Breakout EDU:*

- I can stretch my thinking to help me problem-solve.
- I can play a game of Wordle for Kids

*For Main Part of Lesson:*

- I can understand the rules and expectations for Gifted & Talented class
- I can choose a holiday to research and explain why I chose this holiday to learn more about
- I can use safe searching techniques to learn about a world holiday using the Internet

### Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will research the type of home they chose in lesson 2. They will use books and the Internet.
- 4) Students will continue work on completing their research packet.

### Formative Assessments

*For Warm-up Activities including Breakout EDU:*

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.
- 2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

*For the main part of the lesson:*

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class **as needed**.
- 2) Class discussion (questions and answers), about how to use Google's Safe Search for Kids search engine.
- 3) Questions and answers about information the students read in the books and learn on the Internet about homes around the world.
- 4) Students will complete an information research packet about their type of home.

## Instructional Materials and Resources

Assorted books about homes around the world

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank research packet ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Dive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

## Reflections and Suggested Modifications

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

## 5 - Research - Part III

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### Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet

### Student Success Criteria ...

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

*For Main Part of Lesson:*

I can understand the rules and expectations for Gifted & Talented class

I can choose a holiday to research and explain why I chose this holiday to learn more about

I can use safe searching techniques to learn about a world holiday using the Internet

### **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will research the type of home they chose in lesson 2. They will use books and the Internet.
- 4) Students will complete work on completing their research packet.

### **Formative Assessments**

#### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

#### ***For the main part of the lesson:***

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class **as needed**.
- 2) Class discussion (questions and answers), about how to use Google's Safe Search for Kids search engine.
- 3) Questions and answers about information the students read in the books and learn on the Internet about homes around the world.
- 4) Students will complete an information research packet about their type of home.

### **Instructional Materials and Resources**

Assorted books about homes around the world

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Blank research packet ([Linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

## **6 - Google Sites - Part I**

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### **Student Learning Intentions or We are learning to ... (WALT)**

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet
- 5) WALT build a website using Google Sites

### **Student Success Criteria ...**

*For Warm-up Activities including Breakout EDU:*

- I can stretch my thinking to help me problem-solve.
- I can play a game of Wordle for Kids

*For Main Part of Lesson:*

- I can understand the rules and expectations for Gifted & Talented class
- I can choose a holiday to research and explain why I chose this holiday to learn more about
- I can use safe searching techniques to learn about a world holiday using the Internet
- I can make a website using Google Sites

### **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will learn how to build a website using Google Sites([Linked here](#)).

### **Formative Assessments**

*For Warm-up Activities including Breakout EDU:*

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

**For the main part of the lesson:**

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class **as needed**.
- 2) Class discussion (questions and answers), about how to use Google Sites.

**Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

Google Sites([Linked here](#)).

**Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

## **7 - Google Sites - Part II**

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### **Student Learning Intentions or We are learning to ... (WALT)**

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet

5) WALT build a website using Google Sites

### **Student Success Criteria ...**

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

*For Main Part of Lesson:*

I can understand the rules and expectations for Gifted & Talented class

I can choose a holiday to research and explain why I chose this holiday to learn more about

I can use safe searching techniques to learn about a world holiday using the Internet

I can make a website using Google Sites

### **Instructional Strategies and Activities**

1) Review rules and expectations for *Gifted and Talented* class **as needed**.

2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.

3) Students will continue learn how to build a website using Google Sites([Linked here](#)) to present the information from their research packet.

They will learn how to make a title page, new page, text boxes, pictures, etc...

### **Formative Assessments**

*For Warm-up Activities including Breakout EDU:*

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

*For the main part of the lesson:*

1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class **as needed**.

2) Class discussion (questions and answers), about how to use Google Sites.

### **Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Dive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

Google Sites ([Linked here](#)).

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

## **8 - Google Sites - Part III**

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### **Student Learning Intentions or We are learning to ... (WALT)**

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet
- 5) WALT build a website using Google Sites

### **Student Success Criteria ...**

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

*For Main Part of Lesson:*

I can understand the rules and expectations for Gifted & Talented class

I can choose a holiday to research and explain why I chose this holiday to learn more about

I can use safe searching techniques to learn about a world holiday using the Internet

I can make a website using Google Sites

### **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will finish building their informational website about their type of home around the world using Google Sites([Linked here](#)).

### **Formative Assessments**

#### ***For Warm-up Activities including Breakout EDU:***

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful

breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

#### ***For the main part of the lesson:***

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class **as needed**.
- 2) Class discussion (questions and answers), about how to use Google Sites.

### **Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

Google Sites([Linked here](#)).

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

## 9 - Presentation of Research Project - Part I

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### Student Learning Intentions or We are learning to ... (WALT)

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet
- 5) WALT build a website using Google Sites

### Student Success Criteria ...

#### *For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

#### *For Main Part of Lesson:*

I can understand the rules and expectations for Gifted & Talented class

I can choose a holiday to research and explain why I chose this holiday to learn more about

I can use safe searching techniques to learn about a world holiday using the Internet

I can make a website using Google Sites

### Instructional Strategies and Activities

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will take turns presenting their project to their G&T classmates. This will help them build confidence as a presenter. It will also help them "proof" their presentation and make any necessary corrections.
- 4) Students will ask questions about each others' presentation and give productive feedback to each other.

### Formative Assessments

#### *For Warm-up Activities including Breakout EDU:*

1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.

2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

#### *For the main part of the lesson:*

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class **as needed**.
- 2) Class discussion (questions and answers), about the Google Sites Presentations.

## **Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

Google Sites ([Linked here](#)).

## **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has a different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

## **10 - Presentation of Research Project - Part II**

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### **Student Learning Intentions or We are learning to ... (WALT)**

- 1) WALT stretch our thinking to help us solve complex problems creatively.
- 2) WALT understand what **culture** means in reference to how people live around the world.
- 3) WALT see that there are many different ways of life throughout the world.
- 4) WALT to use safe searching strategies to find information on the Internet
- 5) WALT build a website using Google Sites

### **Student Success Criteria ...**

*For Warm-up Activities including Breakout EDU:*

I can stretch my thinking to help me problem-solve.

I can play a game of Wordle for Kids

*For Main Part of Lesson:*

- I can understand the rules and expectations for Gifted & Talented class
- I can choose a holiday to research and explain why I chose this holiday to learn more about
- I can use safe searching techniques to learn about a world holiday using the Internet
- I can make a website using Google Sites

### **Instructional Strategies and Activities**

- 1) Review rules and expectations for *Gifted and Talented* class **as needed**.
- 2) Students choose either Breakout EDU or Wordle for Kids as a warm-up activity.
- 3) Students will take turns presenting their project to their grade-level classmates.
- 4) Students will answer questions from their classmates about their presentation.

### **Formative Assessments**

***For Warm-up Activities including Breakout EDU:***

- 1) Students solve a variable number of spelling, language arts and logic puzzles. Each correct solution unlocks a lock. When students have unlocked all of the locks they get a message congratulating them on a successful breakout.
- 2) Students will have 6 opportunities to guess the correct word in Wordle for Kids. If they guess correctly they will get a "SUCCESS" message.

***For the main part of the lesson:***

- 1) Reinforcing discussion about the behavior expectations for *Gifted & Talented* class **as needed**.
- 2) Class discussion (questions and answers), about the Google Sites Presentations.

### **Instructional Materials and Resources**

Gifted & Talented Website ([Linked here](#))

"Rules & Expectations" Slide to present and displayed in Google Classroom ([Linked here](#))

Breakout EDU ([linked here](#))

Gifted & Talented Drive ([Linked here](#))

"Holidays" folder on Drive ([Linked here](#))

Google Classroom for 3rd Grade G&T Literacy Unit ([Linked here](#))

(There is a separate Google Classroom for each grade in each school. Each class has access to the Google classroom for their grade and school only)

Google Safe Search for Kids ([Linked here](#))

Google Sites ([Linked here](#)).

### **Reflections and Suggested Modifications**

There is really only about 50 minutes per class. It takes time to pick up the students from their classrooms. They always need some

time to organize what they are bringing with them to G&T class.

It also takes some time for them to pack up at the end of class and return to their classroom.

Breakout EDU has s different puzzle every day, as well as longer breakout challenges. Students will work on the "Lock of the Day." The complexity differs for each challenge, therefore the time it takes the students to "break out" differs for each challenge.

Wordle for Kids also has a different puzzle every day.

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the

length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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### Integration of Diversity, Equity and Inclusion

[Immigrants Are a Vital Voice in the Climate Movement: Will Environmentalists Listen?](#)

[Unmuting Women's Voices in Climate Change Reporting](#)

### Climate Change

[How Does Climate Change Affect Housing? - Local Logic](#)

[Climate Change and Housing: How Our Homes Must Adapt](#)

## [Housing and Climate Change](#)

### [Media Literacy](#)

### [5 Interactive Climate Change Tools to Wow Your Students](#)

### [Climate Change Resources for Students and Teachers](#)

### [Climate and Change - NASA](#)

## **New Jersey Student Learning Standards: Content Area**

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GIFT.PK-12.1	Learning and Development
GIFT.PK-12.1.3	Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.
GIFT.PK-12.1.4	Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.
GIFT.PK-12.1.6	Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
GIFT.PK-12.1.7	Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.
GIFT.PK-12.2.1	Identification. All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.
GIFT.PK-12.2.4	Learning Progress and Outcomes. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.
GIFT.PK-12.3.2	Talent Development. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.
GIFT.PK-12.3.3	Talent Development. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.
GIFT.PK-12.3.4	Instructional Strategies. Students with gifts and talents become independent investigators.
GIFT.PK-12.3.5	Culturally Relevant Curriculum. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.
GIFT.PK-12.3.6	Resources. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.

GIFT.PK-12.4.1	Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
GIFT.PK-12.4.2	Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
GIFT.PK-12.4.3	Leadership. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.
GIFT.PK-12.4.4	Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. <sup>1</sup> They use positive strategies to address social issues, including discrimination and stereotyping.
GIFT.PK-12.4.5	Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.
GIFT.PK-12.6.2	Socio-emotional Development. Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff Development Standards.
GIFT.PK-12.6.3	Lifelong Learners. Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.
GIFT.PK-12.6.4	Ethics. Students develop their gifts and talents as a result of educators who are ethical in their practices.

## **Integration of Career Readiness. Life Literacies and Key Skills**

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.

## **Integration of Computer Science and Design Thinking**

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TECH.8.1.P	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.P.A.2	Navigate the basic functions of a browser.
TECH.8.1.P.A.3	Use digital devices to create stories with pictures, numbers, letters and words.
TECH.8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
TECH.8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
TECH.8.1.P.A.CS2	Select and use applications effectively and productively.
TECH.8.1.P.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.P.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.P.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.P.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.P.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.P.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

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### **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math**

SOC.K-12.1	Developing Questions and Planning Inquiry
ELA.L.RF	Foundational Skills: Reading Language
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
ELA.L.WF	Foundational Skills: Writing Language
ELA.R	Reading
ELA.W	Writing
ELA.W.WP.1.4	With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
ELA.SL	Speaking and Listening