



GRADE 3



Objective: Students will be able to identify and acknowledge the value of their own and other people's talents and strengths, and discover how to compliment others on their strengths.

Kindness Definition: Kindness means being friendly, generous or considerate to ourselves and others through our words and actions.

Kindness Concepts: Respect, Self-Care

LESSON ACTIVITIES

Who Am I? Activity, pp. 3-4
(10 to 15 minutes, longer for optional writing activity)

Who Are You? Bingo Game, pp. 5-6
(15 minutes)

Compliment Activity, p. 7
(15 to 20 minutes)

Compliment Cards, p. 8
(20 to 25 minutes)

Reading and Writing Extension
Activities: Valuing Others, p. 9
(15 to 20 minutes)

Home Extension Activity, pp. 10-11

LESSON MATERIALS

- Who Am I? worksheet, one for each student
- Who Are You? Bingo, one for each student (Note: Copy the Who Am I? and Who Are You? Bingo sheets back to back)
- (Optional) Prizes for Bingo
- Completed bingo game sheet
- (Optional) Large, self-adhesive poster sheets
- Pencils, markers or colored pencils
- Card stock
- Old magazines for students to cut up for card making activity
- Scissors
- A book for read aloud about valuing others. See link for possible titles:
<http://bit.ly/13OqMij>
- Paper and pencils
- Take home activity, one sheet for each student

QUESTIONS? CONTACT: TeacherHelp@RandomActsofKindness.org

LESSON NOTES

- The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.
- Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class, have students work with a partner or a small group, or have students write responses in their RAK journal.
- The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the [Kindness Concept Posters](#) during the unit. See the [RAK Teacher Guide](#) for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.
- Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.
- The [Kindness Tool Kit](#) is another way to meet the needs of diverse learners. See the [RAK Teacher Guide](#) for how to create and use this tool kit.
- RAK also has developed [Focusing Strategies](#) and [Problem-Solving Strategies](#) to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the [RAK Teacher Guide](#) for more information about incorporating those strategies into the lesson.
- Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.
- This lesson includes a home extension activity, which may be sent home at any time during the unit.
- The Common Core and Colorado P-12 Academic Standards met in this lesson are listed after the activity title. Key is provided on pages 12-14.

SUGGESTED INTRODUCTION TO UNIT

Teacher says *“For the next few days (or weeks), we are going to learn about our own and other people’s talents and abilities, and how to compliment each other on those abilities.”* Allow time for students to respond and discuss, either as a class or in small groups. You can also use this time to introduce the Kindness Concepts (respect, self-care) and create community definitions for these concepts or share the definitions listed below. Consider using the [Kindness Concept Posters](#) for respect and self-care as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Self-Care: Learning how to take care of yourself. Using nice words when you think or talk about yourself.

Respect: Treating others as you would like to be treated.

WHO AM I? ACTIVITY *(10 to 15 minutes, longer for optional writing activity)*

LESSON MATERIALS

- Who Am I? sheet (p. 4), one for each student
- (Note: copy Who Am I? and Who Are You? Bingo sheets back to back)
- Kindness Concept Posters for Respect, Self-Care

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.3.5, 6; CCSS.ELA-Literacy.L.3.1, 3.2; CCSS.ELA-Literacy.W.3.2, 2a-d, 3
Colorado: Comprehensive Health S.3, GLE.1, EO.b,g; Reading, Writing and Communicating S.1, GLE.1, EO.c,e,f,g; S.3, GLE.1, EO.b,c; S.3, GLE.2, EO.a.i-v

RESOURCES

Adapted from *What Do You Stand For? For Kids a Guide to Building Character* by Barbara A. Lewis (Minneapolis, MN Free Spirit Publishing, 1998)

DESCRIPTION

1. Hand out a copy of the Who Am I? sheet to each student. Say: *"We are going to spend some time learning about our talents and strengths. Complete this worksheet and remember there are no right answers! This is a chance to figure out what makes you, you!"*
2. Have each student complete independently.
3. If they are having a difficult time identifying their abilities, they can look at the bingo game on the back for ideas or encourage them with suggestions.
4. If you are going to do the Bingo Game another day, you can either have the students put their papers in their desks or collect them. Otherwise, you can continue to the Bingo Game.

OPTIONAL WRITING ACTIVITY

Have students use their responses to write a Who Am I? essay or descriptive poem. Record students reading their essays and poems and then play the recordings back so students can understand the value of their written work.

EVALUATION

Discuss (or have students write responses in their RAK journal): *"Did you find this activity a useful way to think about your interests and abilities? Why or why not?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Folding the graphic organizer on p. 4 accordion style so that they can focus on one question at a time on the page. Have them unfold the page to reveal the next part of the assignment.
2. Being able to dictate their responses to a partner or the teacher.

Name: _____

WHO AM I?

What you are on the outside and who you are on the inside combine to make up the real you. Answer the questions below to get a full picture of you. Think of it as a snapshot of you today.

1. Some things I like about myself are:

2. My best qualities are:

3. I am good at:

4. I would like to get better at:

5. A talent I want to develop is:

6. My secret dream is to:

7. Given who I am today, when I grow up, I want to be:



WHO ARE YOU? BINGO GAME *(15 minutes)*

LESSON MATERIALS

- Who Are You? Bingo (p. 6), one for each student
- (Optional) Prizes for Bingo
- Kindness Concept Poster for Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.3.1, 1b-d, 3, 6
Colorado: Comprehensive Health S.3, GLE.1, EO.b,g;
Reading, Writing and Communicating S.1, GLE.1,
EO.c,f,g; S.1, GLE.2, EO.a,c

DESCRIPTION

1. Have students turn over their Who Am I? sheet or return the sheets if students are doing this activity another day. Teacher says: *“Now that you have figured out some things you are good at, we are going to play a game to learn about others talents or abilities. Turn to the Who are You? Bingo sheet. Notice that there are several different types of talents or abilities on the sheet.” You will need to find someone in the class who has that talent or ability and write their name in the box. Each box should have a different name. Whoever gets five in a row first wins a bingo! Whoever completes the sheet first also wins a bingo!”*
2. Allow time for students to play the game, and award prizes if desired.

EVALUATION

Discuss in small groups or as a class: *“Did you learn something new about someone else today?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Working with a partner who writes down responses on the Bingo Sheet for them.
2. Having two copies of the Bingo Sheet, one that is blank to play the game and one marked with everything they are good at to help them answer other people’s questions.
3. Playing the game in a more controlled environment, particularly if they have a hard time regulating their bodies. One option would be to assign kids who have a difficult time with self control to stand by their desks and other students to move around the room and come to them. Then, switch the groups half way through the game.

WHO ARE YOU? BINGO GAME



Directions: Try to find someone who has the talent or ability written below. The first person to get five in a row wins a Bingo! The first person to finish the card also gets a Bingo.

Talented soccer player NAME: _____	Likes playing the piano NAME: _____	Enjoys being with animals NAME: _____	Loves to play basketball NAME: _____	Good at math NAME: _____
Listens well to others NAME: _____	Likes to play with younger kids NAME: _____	Good at building things NAME: _____	Good at violin NAME: _____	Good at baseball NAME: _____
Enjoys science projects NAME: _____	Good at a sport NAME: _____	Write your talent here! _____ _____	Likes to read NAME: _____	Good at helping others NAME: _____
Loves to swim NAME: _____	Likes to tell jokes NAME: _____	Enjoys writing stories NAME: _____	Enjoys computer games NAME: _____	Enjoys telling stories NAME: _____
Enjoys talking to older people NAME: _____	Good at painting or drawing NAME: _____	Plays an instrument NAME: _____	Loves to plant flowers NAME: _____	Good sense of humor NAME: _____

COMPLIMENT ACTIVITY (15 to 20 minutes)

LESSON MATERIALS

- Completed bingo game sheet (p. 6)
- (Optional) Large, self-adhesive poster sheets
- Kindness Concept Poster for Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.3.1, 1b-d, 3, 6; CCSS.ELA-Literacy.L.3.1; CCSS.ELA-Literacy.W.3.2, 2a-d
Colorado: Comprehensive Health S.3, GLE.1, EO.b,g; Reading, Writing and Communicating S.1, GLE.1, EO.c,f,g; S.3, GLE.2, EO.a.i-v

DESCRIPTION

1. Say: *“Through the Bingo Game that we played, we learned some of the talents and abilities each of us have. Today we are going to **compliment** one person on their talent or ability. Does anyone know what a compliment is?”*
2. Allow students to answer, and then continue: *“When you give someone a real compliment, you comment on their abilities or talents. While it’s nice to tell a person that you like his shirt or her new backpack, a compliment that notices a deeper part of a person might be something like ‘Jennifer, you are really good at soccer.’ So, each of you will stand up one at a time, and, using what you found out during the bingo game, compliment someone else on one of their abilities or talents. When it is your turn, compliment someone who hasn’t received one. Remember that everyone can be complimented, even if it is someone you aren’t close friends with. Compliments are something that build up our classroom and create a positive place for us to learn.”*
3. Make sure that each person is complimented.
4. If desired, write the compliments on poster sheets, without the names.

EVALUATION

Discuss in small groups or as a class (or have students write responses in their RAK journals): *“How did it feel when you complimented someone on their abilities and talents? How did it feel when you were being complimented on your strengths and talents?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Dividing into small groups and sitting in a circle; suggest that they compliment the person to the left so that they don’t have to choose who they compliment, which can be overwhelming for some kids.
2. Writing their compliments on sticky notes and handing the compliment to that person; it may be difficult for some students to say their compliment out loud.
3. Being reminded to think through what they are going to say first, so that they don’t accidentally say something that hurts someone’s feelings. They may want to review their compliment with a partner first.

COMPLIMENT CARDS *(20 to 25 minutes)*

LESSON MATERIALS

- Pencils
- Markers or colored pencils
- Card stock
- Old magazines for students to cut up for card making activity
- Scissors
- Kindness Concept Poster for Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.3.6; CCSS.ELA-Literacy.L.3, 3.2; CCSS.ELA-Literacy.W.3.3
Colorado: Comprehensive Health S.3, GLE.1, EO.b,g; Reading, Writing and Communicating S.1, GLE.1, EO.c,f,g; S.3, GLE.1, EO.b,c

DESCRIPTION

1. Hand out card stock, markers, colored pencils and old magazines.
2. Explain: *“Now that we have figured out our own talents and learned how to compliment someone else on their abilities, we are going to make a compliment card for a friend, someone in your family, or anyone you would like. First, fold the card stock in half. Then, write what you think that person is good at, and decorate the card with magazine pictures or drawings about that talent. For example, if your dad likes to play the piano, or your sister is a good runner, you might want to draw a picture of that person doing the activity, or find a picture in a magazine about that activity.”*
3. Encourage students to be creative. Students could write a descriptive or acrostic poem in their compliment card if you want them to develop that aspect of their writing.
4. If time allows, students can share their cards with the class. They can make more than one card.
5. Encourage students to deliver the cards that they made.

EVALUATION

Discuss in small groups or as a class: *“Can anyone give me examples of compliments we can say to another person?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having a word bank of compliments available for students. Encourage them to use the Bingo Game as a tool for writing compliments or responses from the “Who Am I?” Activity.
2. Working with a partner to come up with ideas for their card.

READING AND WRITING EXTENSION ACTIVITIES: VALUING OTHERS

LESSON MATERIALS

- Book for read aloud about valuing others. See link for possible titles: <http://bit.ly/13QgMji>
- Paper and pencils
- Kindness Concept Poster for Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.3.6; CCSS.ELA-Literacy.L.3.1, 3.2; CCSS.ELA-Literacy.W.3.2, 2a-d, 3
Colorado: Comprehensive Health S.3, GLE.1, EO.b,g; Reading, Writing and Communicating S.1, GLE.1, EO.c,f,g; S.3, GLE.1, EO.b,c; S.3, GLE.2, EO.a.i-v

DESCRIPTION

1. There are many ways that you can focus on valuing others' talents and strengths through reading and writing activities. For example, during a unit on descriptive poems, students could write poems about ways to show respect for others using figurative language.
2. Another option would be to do a class read aloud together with a book that focuses on valuing others (see website listed above for ideas). Have students write a report about the class book. Have the students answer questions like: How did the characters in the book respond to others' talents and strengths? Why should we value others' strengths?
3. Students could also write a narrative or creative story that emphasizes the theme of valuing strengths and talents and showing respect to others.

EVALUATION

Project serves as evaluation for this activity.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Discussing their ideas for the poem with a partner.
2. Using a graphic organizer to help them make connections on the content and also answer questions while listening to the book.
3. Using a graphic organizer as a pre-writing strategy for constructing a narrative or creative story.

HOME EXTENSION ACTIVITY

MATERIALS

Take Home Activity (p. 11), one sheet per student

DESCRIPTION

1. This activity could be done at any point during the unit. Write the return date on the sheet before you distribute it. You may want to distribute the sheet with the Friday folders and have it returned on Monday.
2. Hand out the Home Extension Activity and say: *"We have been talking about our own and other people's talents and strengths and I want you to talk about these ideas with your parent, guardian or another adult who cares for you. Please put this in your folder and return by _____."*
3. The day the students bring back their sheet, ask the following questions:
 - 1) *What are some of the talents and strengths of the people you live with?*
 - 2) *How can you value those talents and strengths?*



Name: _____

Please return by: _____

BACKGROUND

As part of the Random Acts of Kindness program, your student has been learning about their own and other people's talents and strengths and discovering how to compliment others on their strengths.

VOCABULARY WORDS

Self-Care: Learning how to take care of yourself. Using nice words when you think or talk about yourself.

Respect: Treating others as you would like to be treated.



AT HOME ACTIVITY

Review the vocabulary words listed above and then ask your student what he or she has learned about how to value or respect other people's talents and strengths. Discuss the following questions and write (or have your student write) responses below or on the back and return to school by the date above:

- What are some of the talents and strengths of the people we live with?

- How can we value these talents and strengths?

ACADEMIC SUBJECT KEY



Comprehensive Health



Reading, Writing and Communicating



Science



Mathematics



Social Studies



Visual Arts



Drama and Theatre Arts

COMMON CORE STANDARDS (www.corestandards.org)

1. Writing

- *CCSS.ELA-Literacy.W.3.2*: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- *CCSS.ELA-Literacy.W.3.2a*: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- *CCSS.ELA-Literacy.W.3.2b*: Develop the topic with facts, definitions, and details.
- *CCSS.ELA-Literacy.W.3.2c*: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- *CCSS.ELA-Literacy.W.3.2d*: Provide a concluding statement or section.
- *CCSS.ELA-Literacy.W.3.3*: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

2. Speaking & Listening

- *CCSS.ELA-Literacy.SL.3.1*: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- *CCSS.ELA-Literacy.SL.3.1b*: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- *CCSS.ELA-Literacy.SL.3.1c*: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- *CCSS.ELA-Literacy.SL.3.1d*: Explain their own ideas and understanding in light of the discussion.
- *CCSS.ELA-Literacy.SL.3.3*: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- *CCSS.ELA-Literacy.SL.3.5*: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- *CCSS.ELA-Literacy.SL.3.6*: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

3. Language

- *CCSS.ELA-Literacy.L.3*: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- *CCSS.ELA-Literacy.L.3.2*: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

COLORADO P-12 ACADEMIC STANDARDS

<http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-AcademicStandards.asp>

1. Comprehensive Health

- *Standard 3: Emotional and Social Wellness in Health*
Grade Level Expectation (GLE): Utilize knowledge and skills to treat self and others with care and respect
Evidence Outcomes (EO): Students Can:
 - b. Acknowledge the value of personal and others' talents and strengths
 - g. Express intentions to treat self and others with care and respect

2. Reading, Writing and Communicating

- *Standard 1. Oral Expression and Listening*
Grade Level Expectation (GLE): 1. Oral communication is used both informally and formally
Evidence Outcomes (EO): Students can:
 - c. Speak clearly, using appropriate volume and pitch for the purpose and audience
 - e. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
 - f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
 - g. Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting detailsGrade Level Expectation (GLE): 2. Successful group activities need the cooperation of everyone.
Evidence Outcomes (EO): Students can:
 - a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
 - b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
 - c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
- *Standard 3. Writing and Composition*
Grade Level Expectation (GLE): 1. A writing process is used to plan, draft, and write a variety of literary genres
Evidence Outcomes (EO): Students can:
 - b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - c. Write descriptive poems using figurative language

Grade Level Expectation (GLE): 2. A writing process is used to plan, draft, and write a variety of informational texts

Evidence Outcomes (EO): Students can:

- a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - i. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
 - ii. State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)
 - iii. Develop the topic with facts, definitions, and details
 - iv. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information
 - v. Provide a concluding statement or section

OTHER STANDARDS MET

1. 21st Century Skills (www.p21.org)

- *Learning and Innovation Skills*
 - a. Critical Thinking: Reason effectively, make judgments and decisions, solve problems
 - b. Communicate clearly and collaborate with others
 - c. Creativity and Innovation: Think creatively and work creatively with others
- *Life and Career Skills*
 - a. Initiative and Self Direction: Manage goals and time, work independently, be self-directed learners
 - b. Social and Cross-Cultural Skills: Interact effectively with others
 - c. Productivity and Accountability: Manage projects and produce results
 - d. Responsibility: Be responsible to others

2. Social and Emotional Standards (www.casel.org)

- Social Awareness
- Relationship Skills
- Self Awareness