**Session 1: GIVING BACK AND HELPING OTHERS**

**Grades 3 and 4**



**The purpose of this group project is to realize the power of “giving back” to the community and helping others.**

[CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/)  - Evaluate visual text.

**Part 1: Initial Class Lesson to be completed at the home schools:**

**Classroom teacher facilitates the viewing of two videos**

1. The first is about how young boys and girls are giving back to the community.

<https://youtu.be/AfgP5Sv1zHA>

Students discuss what are students doing to make a difference in other peoples’

lives?

1. The second is the “lifevest” video about how one act of kindness begets another:

<https://www.youtube.com/watch?v=nwAYpLVyeFU>

* Students discuss how did the video made them feel? Discuss with your classmates.
* Students talk about how many acts of kindness they saw?

After watching the videos, teacher facilitates discussion about the central message of each of the video. Students at their home schools complete a scavenger hunt for both sides of the top hat.

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Video #1

Making Meals

Video #2

Acts of Kindness

Both videos showed a similar theme. What is the theme? (Hint: When finding the theme, think about what the author, writer, or producer of the video wanted you to know? What was the lesson the producer wanted you to take away? [CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/)

The video showed old and young people doing acts of kindness.

SCAVENGER HUNT

There are 12 acts of kindness in Video #2. How many can you find?

Young boys and girls made meals for those who were hungry.

SCAVENGER HUNT

Can you list at least 3 more details about Video #1?

**Part 2: Collaborative Activities with Online Partners:**

**Directions To the Students:**

You have viewed two videos:

**Video #1:** Students make a difference in peoples’ lives by providing meals to people who are less fortunate.

**Video #2:** (Lifevest Video) One act of kindness spurs another act of kindness until the actions come full circle.

**Now that you have seen both videos showing different ways that people “give back,” let’s think about what “giving back” means.**

1. The phrase *“giving back”* is an idiomatic expression. Another idiomatic expression is “pay it forward.” Discuss the meaning of the two phrases. [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/)

Have you ever had an opportunity to “give back” or “pay it forward.” Talk about it with your classmates at your home school.

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Comparing first and second videos

[CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) (DOK 2)

Think about ways that the two videos are the same and the ways that they are different. Below is a top hat graphic organizer. Working with your partner, you will write details about *Video #1* on the left section of the tall part of the hat. Then on the right section of the tall part of the hat, you will write details about *Video #2.* See the example below. On the bottom part of the hat you will write the ways that the videos are the same.



Ways that the videos are the same.

Video #2

Video #1

Top

Hat

2d. Complete the top hat graphic organizer.

**Optional follow-up activity at HOME Schools:**

**Talk about ways that you may have given back to the community or discuss something that you could do to “give back” in some way.**

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**Session 1: Giving Back and Helping Others**

**To the Teachers:** 

We have aligned each activity in Session I with the corresponding anchor standard from the CT Core Standards.

[CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Viewing the video “visual text” in “diverse media format.”

**Activity 1:**

[CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Rationale: Standard 4 encompasses the word choices of the writer: idiomatic expressions:

Depth of Knowledge (DOK) Level 1: What is the meaning of . . . .?

**Activity 2:** The top hat activity: 

[CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(Depth of Knowledge (DOK) Level 1: What is the meaning of? Depth of Knowledge

(DOK) Level 1

[CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Depth of Knowledge (DOK) Level 2: How would you compare? How would you contrast?

**Activity 3:** [CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Activity #4:** [CCSS.ELA-Literacy.CCRA.R.5](http://www.corestandards.org/ELA-Literacy/CCRA/R/5/) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Activities #5 and #6: Making Text-to-Self and Text-to-World Connections**

**A word about** **Depth of Knowledge (DOK):**

DOK refers to the cognitive expectation of the activity. DOK activities range from 1-4, and become increasingly complex as they proceed to levels 2, 3, and 4.

Activities labeled with “1” reflect the level of work students are most commonly required to perform.

Activities labeled with “2” frequently require two steps, but more importantly, it requires that the student employ a higher cognitive demand.

Activities labeled with “3” require higher-level thinking.

Activities labeled with “4” frequently require extended time (several days or longer) to complete.

The *verb* alone does not indicate the DOK level. Rather, it is the complexity of the task, and the cognitive demands needed to satisfy the requirements of the task.