



Kids at Hope

Online Treasure Chest Submission

This activity is from a project known as the Kids at Hope Tool Kit.

Name of Activity/Idea: I am Talented – Pledge Lesson (Language)

Audience (staff, children ages/grades, parents, etc.): Students Grades PreK-2

Date of Submission: 3-14/16

Name and organization of person(s) submitting idea: Jamie Beecham for Kids at Hope

Objective: The students will define the word talented in the Kids at Hope Pledge, and identify orally and in writing their own talents.

Time Required: Varied

Resources/Materials:

- Kids at Hope Pledge for each student
- Little Kids at Hope Talent Card

Procedure:

1. Give each student a copy of the Kids at Hope Pledge and read together as a class.
2. Ask the students to find the word *talented* and circle it in blue.

Variation: Kinder- Have the Kids at Hope Pledge pre-charted and model finding the words that start with the “t” sound. Then circle the word as a class.

2nd- Have the students identify the part of speech of talented. Who does it describe?

3. As a class, underline context clues in the sentence that could lead to the meaning of the word.

Variation: K-1-May be a teacher think aloud of the context clues if students are unfamiliar with finding context clues.

4. Think, pair and share what the definition of talented might mean in the sentence.
5. Place the student definitions back into the sentence to see if they make sense.
6. Tell students that talented means-a skill that you can do naturally that is hard. Explain to students that talents are different for everyone!

Variation: Kinder-1st: Give some examples of talents using your own talents that the kids are familiar with.

7. Give each student the Little Kids at Hope Talent Card and have them write or draw talents that they know they have. *This can be used as the assessment.
8. Remind students that even when we have a talent, we should always work hard to make our talents even better. Sometimes, something that was not a talent can become a talent through hard work.
9. Model completing the sentence below (if needed) and have the students complete the sentence on their own.

I am good at _____ and _____. When I grow up I might be a _____ or _____.

CLOSURE: Have students share their talents with another classmate.

Possible Assessment:

Using the following checks to determine if the child was able to make connections:

- ✓ They made a connection between the word talent and their life.
- ✓ The connection is realistic and makes sense.
- ✓ They could write/draw how they could make their talent even better.

Standards:

*This is the same standard K-2 in Language

CCSS.ELA-Literacy.L.K-2.5

Demonstrate understanding of word relationships and nuances in word meanings

CCSS.ELA-Literacy.L.K.5.c

Identify real-life connections between words and their use

CCSS.ELA-Literacy.L.1.5.c

Identify real-life connections between words and their use

CCSS.ELA-Literacy.L.2.5.a

Identify real-life connections between words and their use

Variations:

- Make a class display of all of the class talents.
- Have students mingle round the room and compare their talents. Create a Venn diagram comparing their talents with the talents of someone else.
- Use practicing talents in a math word problem: Sonia practiced the piano for 10 minutes on Monday and 5 minutes on Tuesday. How much time did Sonia spend practicing her talent?
- Use Read Alouds to make connections. Possible books about to connect to talents are:
 - Olivia
 - Cleversticks by Bernard Bradley
- Take notes of the talents that students are listing to use in the Kids at Hope Report Card
- Create a list of possible steps that students can take to become even better at their goal. For instance, "I can come better at Karate by... attending every class, watching youtube videos of Karate, practicing at home, asking what I can do better in class.

Kids at Hope Connections: Pledge

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