



GRADE 3



**Objective:** Students will be able to:

- Describe positive ways to communicate that show care, consideration, concern and empathy for others.
- Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, self-control, and not teasing others.
- Describe some of the ways that young children can be helpful intentionally to others.
- Analyze how a community in an African country is similar to and different from their own community, and develop the language to respond kindly to people from a variety of cultures.  
(This objective is for the *Discovering Africa* Activity only.)

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

**Kindness Concepts:** Compassion

## LESSON ACTIVITIES

*Mufaro's Beautiful Daughters* Read Aloud, p. 3-4 (time varies)

Empathy Exercise, pp. 5-6 (30 minutes)

Caring Role-Plays, pp. 7-9 (30 minutes)

Shining Your Light Activity, pp. 10-11 (20 to 30 minutes)

Writing Kindness Activity, p. 12 (time varies)

## LESSON MATERIALS

- John Steptoe, *Mufaro's Beautiful Daughters*, New York: Amistad Publishers, 1987
- RAK journals
- 15 to 20 age-appropriate newspaper or magazine pictures or Internet images of people who are poor, injured, sad, disappointed, frustrated, angry, etc. (Make sure to show care as you select images; it is important to avoid reinforcing racial and ethnic stereotypes about poverty and feelings.) Write responses on the back of some of the images before class, using suggestions noted under activity description and then allow students to develop their own responses.
- Caring Role-Plays, two copies, one cut apart before class
- Shining Your Light sheet, one for each student
- Scissors, pencils
- RAK journals
- Paper and pencil

QUESTIONS? CONTACT: [TeacherHelp@RandomActsofKindness.org](mailto:TeacherHelp@RandomActsofKindness.org)

## LESSON ACTIVITIES

Discovering Africa Activity, pp. 13-15  
(multi-day project)

- Discovering Africa research worksheet
- Books or research materials about Africa. Some possible websites include:  
<http://kids.nationalgeographic.com/explore/>  
(Enter country in search feature.)  
<http://www.factmonster.com/countries.html>  
(Enter country in search feature.)

Home Extension Activity, pp. 16-17

- Take home activity, one sheet per student

## LESSON MATERIALS

## 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 point 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 18-20.

## SUGGESTED INTRODUCTION TO UNIT

Teacher says: *“For the next few weeks, we are going to talk about how to show care and concern to others through our words and actions. What does it mean to you to show care and concern? What are some ways you show that you care?”* 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 Concept (compassion). You can create community definitions for compassion or share the one listed below. Consider using the [Kindness Concept Poster](#) for compassion as a way to reinforce learning.

## VOCABULARY WORDS FOR UNIT

**Compassion:** Caring about someone’s feelings and offering to help that person.

## MUFARO'S BEAUTIFUL DAUGHTERS READ ALOUD AND DISCUSSION/WRITING PROMPT ACTIVITY

(30 minutes for read aloud and discussion; time for writing prompt activity varies)

### LESSON MATERIALS

- John Steptoe, *Mufaro's Beautiful Daughters*, New York: Amistad Publishers, 1987
- RAK journals
- Kindness Concept Poster for Compassion

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.SL.3.1, 1b-d, 2, 3; Colorado: Comprehensive Health S.3, GLE.2, EO.b, IQ.3; S.4, GLE.2, EO.a,b; Reading, Writing, Communicating S.1, GLE.2, EO.a,b,c; S.3, GLE.2, EO.a*

### DESCRIPTION

1. If desired, write the following words on the board and their definitions: Compassion, Mercy, Ashamed, Considerate, Selfish, Patience. You can refer to these words as you discuss the book. Also write the names Mufaro, Nyasha and Manyara on the board.
2. Note that the pronunciation of the names is at the beginning of the book. Explain: *"Today we are going to read an African folktale from Zimbabwe about a king who wants to marry the most worthy and beautiful woman in the land. Mufaro is a man with two beautiful daughters, Nyasha and Manyara, who both want to be queen. As I read, listen for how each daughter talks and acts and how that impacts what happens."*
3. Explain that this book was awarded the Caldecott Medal, which was named in honor of the illustrator Randolph Caldecott and is awarded every year to the best picture book.
4. Show students where Zimbabwe is on a map. **Optional:** Share information about Zimbabwe (what life is like for kids their age, what most people do for a living, whether people mostly live in cities or in the country, what kind of government they have, what foods they eat, the plants and trees, etc.) See the Discovering Africa Activity on pp. 13-15 for a related research project and suggested websites.
5. Read the book out loud, making sure to show the pictures to the students.
6. After the story, ask the following questions, pointing to names on the board as needed:
  - 1) *What was your favorite part of the story? Why?*
  - 2) *This story is set in Africa. How is Africa the same as or different from Colorado?* (Possible answers: The way the people dress, the trees and flowers, the buildings.)
  - 3) *How does Manyara act toward Nyasha?* (Possible answers: She is very unkind, she teases her sister, and tells her that kindness is a weakness.)
  - 4) *As Manyara goes to see the king, what does she say to the boy? The old woman? The trees?* (Possible answers: She tells the boy and old woman to get out of her way and laughs at the trees.)
  - 5) *How does Nyasha show kindness to the boy? The woman? The trees?* (Answers: She gives them food and tells them she is sorry they are hungry. The tree branches seem to bow down as Nyasha passes.)

- 6) *John Steptoe, the author, gives us a clue about which sister acts kindly and which does not. Any idea what the clue is? Wait for students to respond. Then say: He uses the names! In the Shona language (a language from Zimbabwe in Africa), Mufaro means 'happy man,' Nyasha means 'mercy,' and Manyara means 'ashamed.'* Can anyone tell me what mercy means? (Possible answer: To show compassion or kindness to someone who deserves to be treated harshly or has committed an offense.) *Do you think Nyasha showed mercy? Why or why not? What does it mean to be ashamed? Do you think Manyara felt ashamed at the end? (Possible answer: To feel shame or guilt.) Do you think those are good words to describe the sisters?*
- 7) *How do you feel when people treat you kindly? How do you feel when people treat you unkindly?*
7. **Discussion/Writing Prompts:** Pair up students to first answer questions with each other, and if desired answer together as a class. Or use the questions as writing prompts, and ask students to write their responses in their RAK journals.
- 1) *People may show kindness in different ways. What are some kind words that you would be comfortable saying to someone who was sad or hurt? What are some kind actions that you would be comfortable doing?*
  - 2) *What if the person doesn't want us to help them? How can we show respect to them?*
  - 3) *Someone says something and you feel bad or sad. How can you respond?*
  - 4) *How can you show patience toward others?*

## EVALUATION

Discuss in small groups or as a class: *"What is one thing you can do or say to show kindness to others?"*

## TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having additional copies of the book to view in small groups.
2. Seeing the book on the document camera.
3. Reviewing RAK [Problem-Solving Strategies](#).

## EMPATHY EXERCISE (30 minutes)

### LESSON MATERIALS

- 15 to 20 age appropriate newspaper or magazine pictures or Internet images of people who are in challenging situations and seem poor, injured, sad, disappointed, frustrated, angry, etc. (Make sure to show care as you select images; it is important to avoid reinforcing racial and ethnic stereotypes about poverty and feelings. Also consider using images of animals.)
- Write responses on the back of some of the images before class, using suggestions noted under activity description and then allow students to develop their own responses
- Large self-adhesive poster sheet
- Kindness Concept Poster for Compassion

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.SL.3.1, 1b-d, 2, 3;*  
*Colorado: Comprehensive Health S.3, GLE.2, EO.b; S.4,*  
*GLE.2, EO.a,b*

### DESCRIPTION

1. **Before class**, write responses to the newspaper/magazine pictures or images on the back of some of the pictures. On some, write positive or compassionate responses like:
  - I noticed tears in your eyes. Are you feeling sad?
  - I have an extra shirt you can have.
  - You look hungry. Would you like some of my food?
  - I am sad that your baby is sick.
  - I want to do something to help you.On other pictures write negative or unkind responses like:
  - I didn't make this happen and I can't help you.
  - Why do your clothes have holes in them?
  - Stop crying! It's too loud.
  - You don't smell very nice.You may want to add tricky responses such as:
  - I'm sorry, although I can't help you right now.
  - Did you spend all the money I gave you on that expensive \_\_\_\_\_? (whatever item is in the picture)
2. On a large poster sheet, write the phrase "Words and Actions that Show Caring, Empathy, and Compassion." Then ask: "*Can anyone tell me what the words empathy and compassion mean?*" Allow students to respond. Then summarize saying that these words mean to understand how someone else is feeling. If you read the book *Mufaro's Beautiful Daughters*, you can explain that the sister who acted kindly showed empathy. You can also reference the compassion poster.
3. Explain: "*For our next activity, we are going to think about what to say and do for someone who is feeling sad, hurt, upset, nervous, embarrassed, frustrated, disappointed, angry, etc. We are going to look at some images and read what someone might say to or do for that person.*"

4. Walk around the room, showing the first image to the students. Read the response you have written on the back of the pictures.
5. After reading each response, ask the following questions:
  - 1) *By a show of hands, who thinks what I read would show empathy or compassion to this person?*
  - 2) *Why do you think it is kind? Why do you think it is unkind?*
  - 3) *How do you think you might feel if you were that person?*
6. If the statement or action is empathetic, write it on the poster sheet.
7. Then, divide the students into groups of three or four and give each group a few images. Tell groups to write a kind phrase or action on the back of their images OR a phrase or action that shows a lack of concern. Then repeat steps 5 and 6 listed above.
8. After reviewing all the pictures, have students brainstorm other kind words or actions that could be said or done for people who are feeling sad, hurt, angry, having a difficult time, etc.

## EVALUATION

Discuss in small groups or as a class: *“What are some ways that you can show care, empathy and compassion to others through your words and actions?”*

## TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Seeing the images and the phrases on a document camera.
2. Discussing the images and phrases in small groups first and then answering as a group.
3. Exploring what compassion looks like by having students find their own images of someone who is suffering and drawing their compassionate action in response to the situation in the picture.



## CARING ROLE-PLAYS (30 minutes)

### LESSON MATERIALS

- Caring Role-Plays (p. 8-9), two copies, one cut apart before class
- Kindness Concept Poster for Compassion

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.SL.3.1, 1b-d*  
*Colorado: Comprehensive Health S.3, GLE.2, EO.b; S.4, GLE.2, EO.a,b; Reading, Writing and Communicating S.1, GLE.2, EO.a*

### DESCRIPTION

1. Say: *“The past few days, we discussed empathetic and compassionate things to say and do for people who are sad, hurt, frustrated, angry, disappointed, etc. Today we are going to act out some typical situations. Each group will get a different role-play. You will have a few minutes to read the situation, assign roles, and figure out what your group thinks might be a kind or caring way to respond.”*
2. Divide students into groups of five. You may want to group students with different skills together so that they can support each other. Give each group time to develop their role-play. Suggest ideas if they get stuck.
3. Allow students to perform the role-play for the rest of the class, and discuss the following question: *How were the people in the skit kind? How did they show concern?*
4. Add any new kind or empathetic words and phrases or actions to the “Words and Actions that show Care and Empathy” sheet started in the last activity.
5. Consider recording the students as they perform their skits so they can watch them later.

### EVALUATION

Discuss in small groups or as a class: *“What are some ways that we can show concern and kindness for others?”*

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having one student in their group assigned to prompting the others if they forget their lines.
2. Working with a partner on their assigned parts.
3. Receiving an index card with their lines.
4. Being able to review the recording of the role-plays as necessary; have available on a class computer.

## CARING ROLE-PLAYS

### SITUATION # 1:

A third grader in your class is in a wheelchair and the other third graders ignore the student. You talk to the student and ask him (or her) to eat lunch with you.

**Roles:**

- Student in a wheelchair
- Group of students who ignore the student in the wheelchair
- Kind student

**Create a skit to perform for the class where you use kind words to help the student.**

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### SITUATION #2:

There is a third grader at school who often plays alone at recess. She (or he) is in your class and seems pretty shy. One day, you decide to play with her (him), and ask others to play too.

**Roles:**

- Shy student
- Student who wants to play with him or her
- Other students in the class

**Create a skit to perform for the class where you use kind words to help the shy student.**

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### SITUATION #3:

Your two best friends tease a kindergartner. You know the kindergartner doesn't have many friends. You don't like what your friends are doing.

**Roles:**

- Two teasing friends
- Kindergartner
- Student who doesn't want others to tease someone else

**Create a skit to perform for the class where you use kind words to help the kindergartner.**



## SITUATION #4:

Someone new comes to your school. She moved here from another country and doesn't speak much English. Some of the kids don't want to talk to her, and make fun of her accent. You were new last year, so you know what being new feels like.

**Roles:**

- New student from another country
- Child who wants to talk to the new student
- Students who don't talk to her, and make fun of her accent

**Create a skit to perform for the class where you use kind words to help the new student feel comfortable.**

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## SITUATION #5:

There is a student in your school who hits kids sometimes. Some kids stay away from him. You want to be his friend but you don't want him to hit you. You decide to ask your teacher what you can say to him.

**Roles:**

- Student who hits sometimes
- Students who wants to be a friend
- A teacher

**Create a skit to perform for the class where you use kind words to help the student who hits.**

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## SITUATION #6:

You are at home with your brother and sister. Your older brother argues with you about what TV show to watch. Your younger sister argues with you about the game you are going to play. You don't want to argue, so you ask your mom for some ideas about what you can say to help solve the problem.

**Roles:**

- Third grade student
- Older brother
- Younger sister
- Your mom

**Create a skit to perform for the class where you say kind words to your brother and sister.**

## SHINING YOUR LIGHT ACTIVITY (20 to 30 minutes)

### LESSON MATERIALS

- Shining Your Light sheet (p. 11), one for each student
- Scissors, pencils
- Kindness Concept Poster for Compassion

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.L.3.1, 3.2*  
*Colorado: Comprehensive Health S.3, GLE.2, EO.b*

### DESCRIPTION

1. NOTE: The compliment cards activity from the Complimenting Others, Grade 3 lesson is similar to this activity, so you may want to choose which one you do.
2. Teacher says: *“Let’s look at all the kind words and actions that we have written on this sheet! When someone says something kind to you, how do you feel?”* Ask for volunteers to respond. Then conclude with *“Sometimes you feel like someone is shining their light on you.”*
3. Hand out the “Shining Your Light” sheet.
4. Then say: *“For the next activity, I would like you to think of at least two people (and up to four if you can think of that many) you think may be feeling sad, anxious, upset, or sick. It could be a friend or another student or someone in your family. Write that person’s name on the card and what you would like to say to them. An example might be: “I noticed that you were sad because you didn’t make the soccer team. Is there some way I can help?”*
5. After students finish, have them cut out the cards. Explain that they can either say something empathetic or compassionate to that person or hand them the card.

### EVALUATION


Discuss in small groups or as a class: *“What are some ways that you can shine your light on someone else?”*

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Working with a partner if they need help thinking out loud before writing their cards.
2. Support in writing their cards. For example, they could write the person’s name and dictate the statement to the teacher or another classmate.

This week, I will shine my light on:




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This week, I will shine my light on:




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This week, I will shine my light on:




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This week, I will shine my light on:



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## WRITING: EMPATHY ACROSS THE GENRES *(time varies)*

### LESSON MATERIALS

- RAK journals
- Paper and pencil
- Kindness Concept Poster for Compassion

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.L.3.1, 3.2; CCSS.ELA-Literacy.W.3.3*  
*Colorado: Comprehensive Health S.3, GLE.2, EO.b; Reading, Writing, Communicating S.3, GLE.2, EO.d*

### DESCRIPTION

1. After the students have discussed empathy as part of the Read Aloud activity, the Empathy Exercise and the Caring Role-Plays, you could focus a writing unit on empathy.
2. One possibility is to have students use their journal responses and ideas from the writing prompts suggested with Activity 1 (Read Aloud activity) to write a story or a descriptive poem that focuses on caring and empathy.
3. Before beginning the empathy exercise, post these definitions:
  - 1) Caring: Feeling and showing concern for others.
  - 2) Empathy: The ability to understand and share the feelings of another.
3. Students could present their poetry or writing sample to the class.
4. Possible follow-up discussion could focus on how poetry can help people explore their feelings. Ask students whether writing poetry allowed them to use words and ideas about caring and empathy in new ways.

### EVALUATION

Discuss in small groups or as a class: *“Do you feel this writing activity helped you better understand what it means to show empathy? Why or why not?”*

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Using a graphic organizer to help them structure their writing.
2. Seeing a list of actions that relate to caring and empathy (perhaps from the Empathy Exercise Activity) to provide ideas for the writing activity.
3. Being encouraged to write about how they can show caring for animals if that is their area of interest.

## GEOGRAPHY: DISCOVERING AFRICA ACTIVITY *(multi-day project)*

### LESSON MATERIALS

- Discovering Africa research worksheet (p. 14-15)
- Books or research materials about Africa. Some possible websites include:  
<http://kids.nationalgeographic.com/explore/>  
(Enter country in search feature.)  
<http://www.factmonster.com/countries.html> (Enter country in search feature.)

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.RI.3.1, 3, 7; CCSS.ELA-Literacy.W.3.7, 8; CCSS.ELA-Literacy.SL.3.1, 1b-d, 3, 4; CCSS.ELA-Literacy.L.3.1, 3.2*  
*Colorado: Reading, Writing, and Communicating S.2, GLE.2, EO.a.i; S.4, GLE 1., EO.a-e; Social Studies S.2, GLE.2, EO.a-d*

### DESCRIPTION

1. Before class, collect age-appropriate books about the culture and geography of different countries in Africa, including Zimbabwe. Make sure to double-check how many countries are in Africa, because the number is disputed and changes with countries dividing on the continent. If you have computers available, you could also have students look up information on websites:  
<http://kids.nationalgeographic.com/explore/> (Enter country in search feature.)  
<http://www.factmonster.com/countries.html> (Enter country in search feature.)
2. To introduce this activity, point out Zimbabwe on the map and explain (if you have read the book):  
*“Mufaro’s Beautiful Daughters is a folk tale from Zimbabwe, which is a country in southern Africa. Does anyone know how many countries are in Africa? According to my research, there are 54 countries but that number changes as countries split and come together. Has anyone ever been to or read about Africa? Which country? What have you learned about that country?”*
3. Then divide the students into small groups and hand out the Discovering Africa research sheet.
4. Explain that the sheet has different questions, which students will research in small groups. Assign each group a different country. To provide a choice, put the names of the countries in a hat or a can and allow one member of the group to draw the name.
5. Have the students use books or websites to research information about the country.
6. Depending on the amount of time you have, you could have the students present their research findings orally, write a short report, create a PowerPoint, or create a poster about the country.

### EVALUATION

Discuss as a class: *“What is the most interesting thing that you learned about the country you researched? What are ways that you can help people from another country feel welcome in this class?”*

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Being assigned a role in the group or certain questions so that the project doesn’t seem overwhelming.
2. Receiving printed information from a book or a website for their research, particularly if they have a hard time with self-directed research.
3. A website translation tool if they are learning English.

Group members: \_\_\_\_\_

## DISCOVERING AFRICA RESEARCH SHEET

*(Geography Activity)*

Your country: \_\_\_\_\_

1. Describe the physical features of your country. Are there mountains? Rivers? Unusual land formations? Deserts?
2. Describe the country's plants and wildlife.
3. Describe the climate. Is it hot? Dry? Wet? Does the weather change with the seasons?
4. What are the major industries in this country? Do they pollute the environment?
5. Does this country face other environmental problems? Do they have rules to prevent this?
6. What kind of government does this country have?





7. Do most people live in the city or country? What kind of home do they live in? Do they live with parents or grandparents?
8. Describe what life is like for children in this country. Do most children go to school? Do they work? Do they have big or small families?
9. In what ways is this country similar to your city and state? How is it different from your city and state?
10. What do you think it would be like for you to live in this country?
11. What do you think it would be like for someone from that country to move to your community and attend your school?
12. If someone from that country came to your school, how could you make them feel welcome?

## HOME EXTENSION ACTIVITY

### MATERIALS

Take Home Activity (p. 17), 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 what it means to communicate in ways that show empathy and concern for others 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 did you discuss about care, concern, compassion, and empathy?*
  - 2) *How do you show concern for each other at home?*



Name: \_\_\_\_\_

Please return by: \_\_\_\_\_

## BACKGROUND

As part of the Random Acts of Kindness program, we have been talking about how to communicate with care, concern, compassion, and empathy for others.

## VOCABULARY WORDS

**Caring:** Feeling and showing concern for others.

**Compassion:** Caring about someone's feelings and offering to help that person.

**Empathy:** The ability to understand and share the feelings of another.



## AT HOME ACTIVITY

Review the vocabulary words listed above. Ask your student what he or she has learned about care, concern, compassion, and empathy. Then 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 does it mean to show care, compassion and empathy?

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- How do you think we show concern for each other at home?

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## 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](http://www.corestandards.org))

### 1. Reading: Informational Texts

- *CCSS.ELA-Literacy.RI.3.1*: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- *CCSS.ELA-Literacy.RI.3.3*: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- *CCSS.ELA-Literacy.RI.3.7*: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### 2. 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.3.3*: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- *CCSS.ELA-Literacy.W.3.7*: Conduct short research projects that build knowledge about a topic.
- *CCSS.ELA-Literacy.W.3.8*: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### 3. 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.3.2*: 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.
- *CCSS.ELA-Literacy.SL.3.3*: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- *CCSS.ELA-Literacy.SL.3.4*: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## 4. 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) 2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others  
Evidence Outcome (EO): Students can:
  - b. Describe positive ways to show care, consideration, and concern for othersInquiry Question (IQ) 3: What do I say if someone makes me feel bad?
- *Standard 4: Prevention and Risk Management*  
Grade Level Expectation (GLE) 2. Describe pro-social behaviors that enhance healthy interactions with others  
Evidence Outcomes (EO): Students can:
  - a. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, self-control, and not teasing others
  - b. Describe some of the ways that young children can be helpful intentionally

### 2. Reading, Writing and Communicating

- *Standard 1. Oral Expression and Listening*  
Grade 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 2. Reading for all Purposes*  
Grade Level Expectation (GLE): 2. Comprehension strategies are necessary when reading informational or persuasive text  
Evidence Outcomes (EO): Students can:
  - a. Use Key Ideas and Details to:
    - i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- *Standard 3: Writing and Composition*  
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.
- d. Write descriptive poems using figurative language

- *Standard 4: Research and Reasoning*

Grade Level Expectation (GLE): 1. Researching a topic can often be done with others

Evidence Outcomes (EO): Students can:

- a. Conduct short research projects that build knowledge about a topic
- b. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- c. Interpret and communicate the information learned by developing a brief summary with supporting details
- d. Develop supporting visual information (charts, maps, illustrations, models)
- e. Present a brief report of the research findings to an audience

### 3. Social Studies

- *Standard 2. Geography*

Grade Level Expectation (GLE): 2. The concept of regions is developed through an understanding of similarities and differences in places

Evidence Outcomes (EO): Students can:

- a. Observe and describe the physical characteristics and the cultural and human features of a region
- b. Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms
- c. Give examples of places that are similar and different from a local region
- d. Characterize regions using different types of features such as physical, political, urban and rural

## OTHER STANDARDS MET

### 1. 21st Century Skills ([www.p21.org](http://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](http://www.casel.org))

- Social Awareness
- Relationship Skills
- Self Awareness

QUESTIONS? CONTACT: [TeacherHelp@RandomActsofKindness.org](mailto:TeacherHelp@RandomActsofKindness.org)