Name of Lesson: Affective Lesson # 12: Wrapping It All Up!!!

Topic: Culminating Affective Unit Activities

Gifted Standard and element(s):
G1AG1: Students will reflect upon their abilities
G1AG1.a: Recognize and develop areas of strength in self.
G1AG1.b: Recognize and develop areas of weakness in self.
G1AG2: Students will use their traits and abilities to be effective members of their communities.
G1AG2.a: Respect the input of others
G1AG2.b: Consider other points of view
G1AG3: Students will be self-directed learners
G1AG3.b: Persevere in the face of obstacles

Unit Essential Question(s):
- How will reflecting upon my own abilities and traits help me to be successful?
- How can I be an effective member of my community?
- How can being a self-directed learner help me to accomplish my goals?

Lesson Questions:
- How will reflecting upon my own abilities and traits help me to be successful?
- How can I be an effective member of my community?
- How can being a self-directed learner help me to accomplish my goals?

Lesson Summary: In this lesson, students revisit all unit lessons by completing a Tic-Tac-Toe activity board, followed by a discussion of unit essential questions.

Assessment Description/Performance Task:
- Constructed response
- Informal assessment
- Performance task
- Selected response

Brief Description of Assessment: Students will complete a performance task using the Tic-Tac-Toe board and follow with a discussion addressing the unit essential questions.

Instructional Methods:
- **Hook/Activator:** Teacher will show power point with the components of a Target Community that was introduced in Lesson 1 (see attached). This will serve as a reminder of where we started and how students have grown. Discuss with students each arrow and what they have learned about themselves and the class as a whole during this unit.

- **Teaching Strategy:** Divide the students into groups of at least 6 members. Give each group the “Wrapping It All Up” tic-tac-toe choice board (see attached). Go over instruction for completing the tic-tac-toe. Allow the students to use the T-shirts they created in lesson 8 (paper copies or actual T-shirts) to help them determine the strengths and weakness of each member of their groups. This knowledge will help the groups decide which member completes which task and why. Allow 30 minutes for the completion of tasks. After 30 minutes, bring the groups back together to share at least one completed task. If time allows, have groups share more completed tasks. Once each group has shared, as a whole group discuss the following:
How will reflecting upon my own abilities and traits help me to be successful?
How can I be an effective member of my community?
How can being a self-directed learner help me to accomplish my goals?

- **Summary by the Learner:** Students will discuss in whole group the unit essential questions.

**Differentiation:**

If students have difficulty determining who will complete each task on the tic-tac-toe, the teacher may need to review the tic-tac-toe activities with students and discuss which strength could be aligned with each activity.

**Materials for this Lesson:**

- Large classroom target and arrows (Attached Power Point)
- Tic-Tac-Toe Board
- Class list of students
- Word list
- Play Dough
- Paper/ pencil

**Vocabulary for this Lesson:**

- See vocabulary used in lessons 1-11
Wrapping It All Up!!
Tic-Tac-Toe Choice Board

**Directions:**

1. As a group, think about the strengths of the people in your group and choose 3 activities in a row to complete. Choose the direction on the tic-tac-toe board that will incorporate as many strengths of the members of your group as you can. You may choose to go horizontal, vertical or diagonal. You may choose a task that does not incorporate strengths of any members of your group. If that happens, you must persevere in the face of obstacles and come up with a plan to be successful.

2. Within your group, decide which group members will complete which task. Everyone in your group must participate in at least one task.

3. You will be given 30 minutes to complete all tasks. After 30 minutes, your group should be ready to share the completed tasks with the other groups in the classroom.
**Wrapping It All Up!!!**

| Create a rhyme, poem or rap about being proactive and how it helps to be proactive in the Target classroom. | Use your bodies to form a representation of the Multiple Intelligence that the majority of your group has as a weakness. | Come up with a positive adjective that describes each person in the class. The adjective should relate to the particular abilities and traits of each student. Write the names and adjectives on paper.

*The teacher will provide you with a class list of names.* |
| --- | --- | --- |
| The following vowels have the following values: A=2 E=3 I=3 O=2 U=4 All other letters = 2 | Have one person in your group answer the following questions:
1. How did your group decide how to complete this tic-tac-toe?
2. How did your group decide who would complete each task in the tic-tac-toe and why were they chosen for that task? | Using Play Dough, create some type of representation that shows the strengths of all the people in your group. |
| Come up with a word that describes our Target community. The word must equal between 8 and 12 points. | Using Play Dough, create some type of representation that shows the strengths of all the people in your group. | |
| Create goals for the Target classroom. Write the goals on paper. List what you think we should accomplish in the Target classroom. You may list up to three goals. | Create a skit that shows what you would do in class when your teacher is going over material you already know. How could you approach this situation with zest? | Sort the word list provided by teacher into categories. Each category should have at least two words and you must have 3 or 4 categories. Give each category a title. Be able to explain why you placed words in a particular category. You may not make categories such as 3 letter words, starts with B etc.... |

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Word list for tic-tac-toe categorizing activity (bottom right task)

Community
Persevere
Obstacles
Strengths
Weaknesses
Zest
Kindness
Procrastination
Proactive
Planning
Goals