

**Enhancement Activities/Strategies for Gifted/High Ability Learners:  
Sample Social Studies Learning Plan**

**Big Idea/ Topic**

Connecting Theme/Enduring Understanding: Students will see how the roles of community workers fit within the theme of scarcity, because an element of choice is involved in this idea.

Essential Question: What jobs are important in our community?

**Standard Alignment**

**SSKE1 - Describe the work that people do such as: police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.**

Connection to Literacy Standards for Social Studies and Social Studies Matrices

ELAGSEKRI1: With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRI2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).

ELAGSEKRI7: With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

**Advanced Research**

Have students research community helpers they want to explore and share what they learn by making books, creating videos, building models of tools or props used by community helpers, creating games to teach classmates, or doing live presentations as community helpers. Since most kindergarteners are not strong independent readers, all of these resources include video links that can be shared with students.

- Research uniforms and tools used by community helpers with these read-alouds or recorded read-alouds:
  - (1) [Whose Tools Are These?](#) by Sharon Cooper
  - (2) [Whose Hat is This?](#) by Sharon Cooper
  - (3) [Whose Hands are These?](#) by Miranda Paul

(4) [Clothesline Clues to Jobs People Do](#) By Kathryn Heling and Deborah Hembrook

- Learn more about specific community helper jobs with the [Meet the Helpers](#) video series. The series includes segments on a 911 Operator, Doctor, Police Officer, Meteorologist, Teacher, Firefighter, and Paramedic. (Click on the video links labeled “in depth.”)

### Communication

- Invite community helpers to visit your classroom. Have advanced students help make a list of questions before the interview to ask your visitors. Have students complete comparison charts to see what community helpers have in common with other roles or what students feel as though they have in common with your guests.
- Have students create songs about the jobs community helpers do. Here is a [collection of songs](#) they might use for inspiration.
- Have students create a “HELPER” acrostic poem about a community helper career. Have them share their poems with their favorite community helpers.
- Have students write thank you letters to their favorite community helpers to let them know why they appreciate them.

### Critical Thinking and Critical Problem-Solving Skills

- Have students create a Mega-Mind-Map about different community helpers on large butcher paper (or a digital tool like SeeSaw or Google Slides if your students are virtual learners). Have students think about how a bubble for one community helper might connect to another community helper. Encourage students to make as many connections as they can. Here is a [document](#) with some graphics that you may glue to posters to help students get started.
- How do community helpers work together? Challenge your students to make an illustrated book of examples. You might want to give students a few example situations to help them get started, such as how different community helpers work together at the scene of a car accident, at a community parade or event, or at a back-to-school kickoff.
- Play “Guess Who?” Have students work in pairs. Give students a [stack of cards](#) featuring pictures of community helpers. Have students use a paper clip to attach one of the pictures to a paper headband. The student’s teammate should then give a one-word clue to try to get the player to guess the card on their headband. If they are correct, their score for that round is 1. If they are not correct, the partner gives another one-word clue, while Player 1 makes another guess. Play continues until Player 1 correctly guesses his or her community helper. Their score for the round is the number of clues it took to guess their picture. At the end of the game, the team with the lowest score wins.
- Challenge students to create community helper riddles or puzzles and have their classmates

try to solve them.

### Creative Thinking and Creative Problem-Solving Skills

- Challenge students with the following questions: “How can I help community helpers? How can I be a community helper?” Students develop creative fluency by developing lists with as many examples as they can generate. (For young students who cannot write well, using a recording tool on an app like SeeSaw or Flipgrid is a great alternative.) Students can be further challenged to group the items on their list into categories that contain similar ideas. An adult may need to help with this. To build creative flexibility, help students think of more categories for which they can generate ideas to answer the target questions.
- Have students work together to build a 3-D community out of recycled materials. Challenge students to think about places where they might find community helpers and be sure to include those buildings in their community model.
- Edward deBono’s [Six Thinking Hats strategy](#) helps students analyze a problem or situation from multiple perspectives. To help students develop better flexible thinking skills and become better problem solvers, try this strategy with your students using a community helper problem situation. For example, “A firefighter arrives at the scene of a burning house.” Split your students into six groups who will each tackle the problem from a different “hat.” (Young students often enjoy wearing actual colored hats while they problem solve with this strategy.)
  - (1) The white hat is concerned with facts and figures. They will see what they can learn from the situation by studying the facts. White hat thinkers remain neutral and objective.
  - (2) Red hat thinkers are concerned with emotions. They look at the feelings, both positive and negative, that may be associated with the problem.
  - (3) Black hat thinkers play the role of “devil’s advocate.” They look at the problem with judgement in mind and think about the negative aspects of the problem.
  - (4) The yellow hat looks at the values and benefits that could come from the problem. They generally see things from a sunny or positive perspective.
  - (5) The green hat looks at ways to solve the problem creatively. They focus on generating new ideas.
  - (6) The blue hat looks at the problem from an “overseer’s perspective.” They think about the processes of how to solve the problem.It is always interesting to see how many different ideas students can generate when a problem is analyzed from multiple perspectives.
- Play [Sam’s Career Rap](#) to inspire your students to think about jobs that are important in our community. Challenge them to work in teams to write their own career raps.

### Awareness of Self—Student’s Well-being

- Many gifted students feel a great sense of social justice and feel strongly about doing things to make the world a better place. While you are studying this unit, be aware of students who are deeply interested and involved who may want to do a special project for your local community helpers. It is important to start teaching gifted children, even from a very young age, to be aware of needs in their surroundings and work to be an agent of change.
- Many gifted students show an aptitude for leadership at a young age and naturally want to solve problems. Community helpers are great mentors to help young students understand the roles and values of leaders.