



CHALLENGING GIFTED STUDENTS IN EVERY CLASSROOM

Presented by

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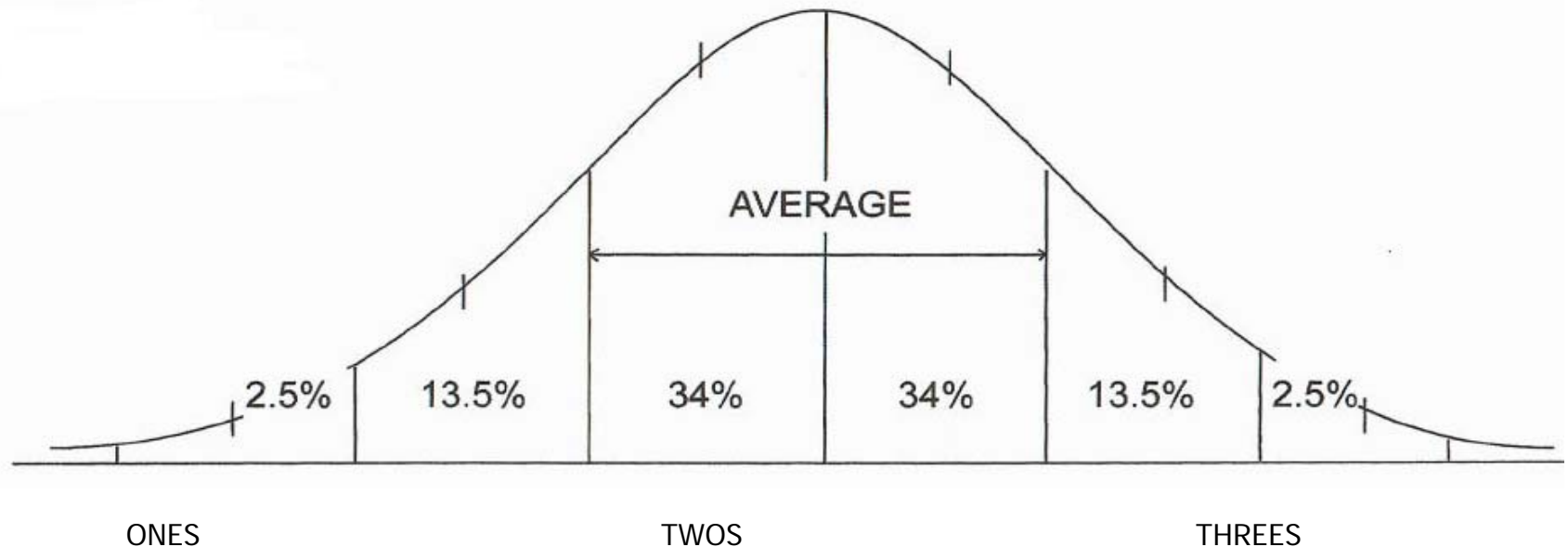
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- Pace
- Method/Learning Style
- Amount
- Peer Interaction
- Teacher Interaction
- Product Type
- Choice/Menus
- Project Work
- Creativity
- Link to interests
- Movement





Definition of “Gifted”

- With academic work, a student would be considered “gifted” if she had exceptional ability in any area of learning that *significantly exceeded age level expectations*.

Therefore, grade level expectations in that area could not possibly be challenging!



Gifted Learners Are Different

- Learn new material rapidly
- Operate at complex and abstract levels
- Remember what they've learned forever
 - Review and re-teaching unnecessary
 - Standards may already be mastered
- Operate on multiple brain channels simultaneously – can multi-task effectively
- Don't have to watch speaker to hear him
- Have passionate interests
- Have great fear of being imperfect
- Find school painful from being misunderstood



Motivation and productivity

Gifted students resist work that is repetitive and beneath their learning level.

They will stretch themselves to do challenging work if they are convinced:

**They will not have to do more work than their classmates
Advanced work will not lead to lower recorded grades.**



Compacting definition

- ❖ To “compact” the curriculum is to give students full credit *before you teach the content* for what they already know.
- ❖ With new content, we compact by allowing advanced students to move at a faster pace.
- ❖ During the “choice time” created, students work on extension activities or projects.



Compacting

Demonstrates that the teacher values respect for individual differences, so all students believe they are accepted just the way they are and do not have to pretend to be less capable to “fit in”.

Compacting Skill Work One Lesson at a Time

Most Difficult First

- Teach 10-15 minutes; give practice on what has just been taught. All students have the option to try **MOST DIFFICULT FIRST**:

If you can complete the MOST DIFFICULT FIRST, neatly, legibly, with no more than one wrong, you are done practicing

- With time they “buy”, they work on “choice” activities
- Help only those who begin at beginning of the assignment
- You correct work until model paper is found
- Appoint “CHECKER” to check work of other volunteers
 - Person can be the checker only once a week**
- Collect their work; enter all grades when other papers are collected

Pre-Test And Choose From Alternate Work (Compacting One week at a time)

- Offer voluntary pretest at beginning of each unit
- Do NOT quickly review what will be tested
- Those who demonstrate 90% receive mastery grade
- They then do choice activities for the rest of the week

Favorite Activity

- With partner, choose alternate words; learn spelling and meaning
- Partners test each other; unmastered words go to next list

**REMEMBER: IT'S THEIR TIME;
TEACH THEM HOW TO USE IT WISELY**

THE ESSENTIAL RULES



- ❖ Don't bother anyone
- ❖ Don't call attention to yourself
- ❖ Do the work you have selected
- ❖ Keep records of your extension activities

When you follow the rules, you get to choose your task.

When you do not follow the rules, I will choose for you.



Compacting for Primary Students

Do “kid watching” to find students who catch on quickly to new material, appear to already know much of the grade level standards, and/or have a wide storehouse of general knowledge. Always give students full credit for what they have already mastered. Do not expect them to finish the “regular work” before working on extension activities.



Differentiating for Primary Gifted Students

If gifted students want to participate in direct instruction, keep them there. However, plan practice work at 2 levels: grade level and advanced. Dismiss students from direct instruction by sending advanced students to tables that have the advanced tasks on them.



The 4C Project Planner

C1 COLLECT facts, words, ideas, and pictures

C2: Compare your topic to other things – which is better, more useful, less expensive, etc.

C3: Create a way to share what you have learned

C4: Communicate information to an audience



Differentiating for ALL Gifted Students

- ❖ Allow gifted students to work with each other often; assign them as discussion buddies for each other too.
- ❖ Do not expect them to tutor or help weaker students – this postpones their own experience with challenging learning.

Learning Contract –One chapter at a time

Student's Name: _____ Chapter _____

X Page/Concept X Page/Concept X Page/Concept

Extension Options :

Students keep records or activities done on _____
each date they work on extensions.

| | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

Your Idea

Working Conditions

Teacher's Signature:

Student's Signature:



Differentiation for content that is NEW and unfamiliar

- ❖ Topic Planner
- ❖ Study Guide
- ❖ Extension Menu
- ❖ Agreement for behavior and productivity
- ❖ Evaluation Contract
- ❖ Daily Log

Topic Development Sheet

| Required TPSP standards | Related Topics |
|-------------------------|----------------|
| | |



Mythology Study Guide

BE PREPARED TO:

1. Name at least 6 deities from this culture and explain their powers.
2. Understand and describe the elements common to all myths.

CHECKPOINT: _____: **Assessment for 1–2** *

Date

3. Explain the meanings of all designated vocabulary words.
4. Describe the dwelling places of the deities as well as other locations for the myths.
5. Share one myth with your classmates in its entirety in an interesting manner

CHECKPOINT: _____: **Assessment for 1–5** *

6. Study several heroic figures from a specific religion. Compare and contrast their powers and abilities with several mythological deities.
7. Compare and contrast the heroes from popular fantasy literature, such as The Hobbit, Lord of the Rings, or Star Wars, with several mythological heroes. .
8. Compare and contrast the elements of myths to the elements of two of the following: fairy tales, folk tales, fables, or legends. .
9. Create a myth about an event that occurred in history during the last 100 years.
10. Investigate an heroic story written by someone in the same culture for which we are studying myths. Note similarities and differences.

CHECKPOINT: _____: **Final Assessment for 1–10** *

MYTHOLOGY EXTENSION MENU

| | | |
|--|--|--|
| <p>Create a myth using all the essential elements to explain a contemporary event.</p> | <p>Hypothesize reasons why myths from ancient cultures have remained popular over time. Find a way to explain your findings.</p> | <p>Compare and contrast the myths of aboriginal people with those of the ancient civilizations of the world.</p> |
| <p>Compare and contrast religions in which multiple deities are honored with religions that honor one deity only. Analyze the effects of these religions on its members.</p> | <h1>Student Choice</h1> | <p>Investigate words, expressions, and ideas from mythology that have become commonly used in your language.</p> |
| <p>Create your own mythological family of humans or other creatures. Establish the order of power, and create stories that describe the characters' powers, emotions, and conflicts.</p> | <p>Visit a local art museum and observe how topics from ancient myths have been represented in the collected works of art</p> | <p>Assume the role of storyteller and communicate a myth to younger children in a manner they can understand and appreciate.</p> |

Independent Study Agreement for Study Guide/Extensions

Read each condition as your teacher reads it aloud. Write your initials beside it to show I agree.

Earning Conditions

- I will learn independently all the key concepts described on the Study Guide. I will not have to complete the actual assigned activities as long as I am working on an independent project.
- I will demonstrate competency with the assessments for the Study Guide content at the same time as the rest of the class.
- I will participate in designated whole-class activities as the teacher indicates them—without arguing.
- I will keep a Daily Log of my progress.
- I will work on an independent project and complete an Evaluation Contract to describe the grade I will choose to earn.
- I will share a progress report about my independent project with the class or other audience by _____ (date), My report will be 5–7 minutes long and will include a visual aid.

Working Conditions

- I will be present in the classroom at the beginning and end of each class period.
- I will not bother anyone or call attention to the fact that I am doing different work.
- I will work on my project for the entire class period on designated days.
- I will carry this paper with me to any room in which I am working on my project, and I will have it with me when I return it to my classroom

Student's Signature: _____

Teacher's Signature: _____

Evaluation Contract

Unit Name _____

Student's Name _____

I am choosing a grade for my project based on these criteria.

For a grade of B:

1. I will use secondary sources to locate what information I can from several existing sources
2. I will prepare a traditional product and present it using a traditional reporting format.
3. I will be learning on the entry levels of Recall, Knowledge and Comprehension.

For a grade of A:

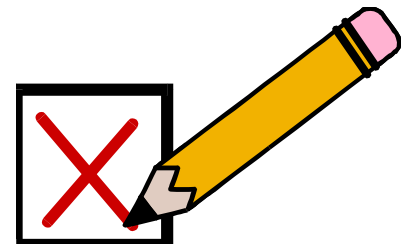
1. I will use primary sources. This means that I will gather first-hand information myself through interviews, original documents, and similar methods.
2. I will produce an original type of product. I will present it to an appropriate audience using a unique format.
3. I will be learning on the higher levels of thinking such as Application, Analysis, Evaluation, and/or Synthesis.

This is the project I will do:

This is the grade I intend to earn:

Student's Signature: _____

Teacher's Signature: _____



Curriculum Differentiation Chart

| Required Standard | Typical Learning Activity | Alternate Learning Activity | Extension Activity |
|---|--|---|---|
| Following nutritional guidelines is a healthy way to eat. | Describe the foods you would choose for a healthy day of eating | Find or draw pictures of food that would represent a balanced day of eating. | Investigate how some eating plans that don't recommend balanced diets would impact your health. |
| Junk food is high in calories and low in nutrition. | Watch TV ads about junk food and compute the percentage of time in an hour that is devoted to junk food. | Separate your home groceries into Junk and Nutritional Foods. Compare also the cost per ounce. | Present a lesson to a class to help them understand the facts about junk food. |
| A lack of energy may be present in people who do not eat a balanced diet. | Use the Internet to find documentation of how health and energy are impacted in Third World countries. | Prepare and perform a skit that shows how poor food choices can affect one's health and energy. | Predict what would happen to your body if you eliminated one specific food group for a month. |
| | | | |


Tiered Lesson Planning

| Required Standard | Entry Level Activities | Advanced Level Activities | Most Challenging Activities |
|---|---|---|---|
| Following nutritional guidelines is a healthy way to eat. | Write or draw the meaning of nutrition | Determine how well your meals meet nutritional guidelines | Explain how scientists determine the nutritional value of foods |
| Junk food is high in calories and low in nutrition. | Find total calories per day of junk and healthy foods | Describe difference between healthy and empty calories | Invent ways to make regular foods as appealing as junk foods |
| A lack of energy may be present in people who do not eat a balanced diet. | Illustrate how energy comes from food | Determine the best foods to eat before exercise. | Describe how your body reacts to empty and healthy calories |



Connecting Regular Classroom and Pull-out Program

- ❖ Students who attend the Pull-out class should not have to make up work that was taught when they were with the teacher of the gifted.
- ❖ If the teacher feels uneasy about this, Most Difficult First should be used to document students have mastered the material that was taught.
- ❖ Many classroom teachers use the “pull-out” time to reinforce standards that need re-teaching and most often, the gifted students are at a mastery level with these standards, so there is no need for make-up.

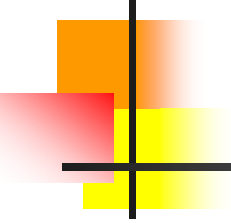


Pull-out and cluster teachers should meet regularly to decide WHICH of the following practices work for them

1. Students should spend some of their regular class time working on tasks assigned by the pull-out teacher during time that has been designated for extension activities.

2. The pull-out teacher should not provide any work which students should do in the regular classroom; rather the regular classroom or cluster teacher manages the extension activities related to TPSP suggestions.

3. The pull-out teacher can provide assistance to the classroom teacher in finding content for extension menus and/or in strategies that motivate gifted students to be highly productive

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4. Students' passionate interests can be incorporated into their schoolwork

 5. Both pullout, regular and gifted cluster teachers should share information about the students' needs and/or parental expectations



IMPLEMENTING COMPACTING AND DIFFERENTIATION

One: Teacher identifies key concepts all students are expected to master.

Two: Teacher prepares pre-assessment and extension materials.

Three: Students are allowed to briefly examine the upcoming content.

Four: Students may volunteer to take a pre-test to demonstrate their previous mastery of upcoming content.



IMPLEMENTING COMPACTING AND DIFFERENTIATION

Five: Eliminate practice, drill, and instructional time for students when teaching concepts students have already mastered. Allow students to work on extension activities during the time other students are experiencing direct instruction.

Six: Expect students to participate in direct instruction when concepts they have not mastered are being taught.

Seven: If pre-testing is not possible because content is new, streamline instruction of key concepts so eligible students can still spend part of their learning time on extension activities.



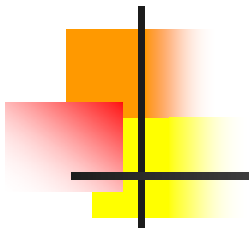
IMPLEMENTING COMPACTING AND DIFFERENTIATION

Eight: Expect all students in the class to participate in content assessment activities at the same time.

Nine: Keep records of this process and of which extension activities students choose. Teach students how to keep careful records of their own progress.

Ten: Meet regularly with students who are experiencing compacting to help them locate resources, to develop the confidence to choose challenging work, and learn to follow the behavioral expectations for working independently.

A Punny History of Math by Eric Eisenberg



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