Gifted Curriculum Night

CATS 2023–2024

Our team

Tanya Ryle

5th/6th Grade
teaching 16 years
(8 years gifted)

Cynthia Sherwood

4th Grade
teaching 19 years
(7 years gifted)

Gillian Cunningham

3rd Grade
teaching 20 years
(16 years gifted)

Types of learners

Critical Thinker
Gifted Learner

- Selects focus
- Asks unforeseen questions
- Know
- Seeks friends with similar ability; prefer adults
- Grasps lessons in 1–3 repetitions
- Manipulates
- Guesses well
- Chooses tasks
- Intense
- Highly self critical

Academic Thinker
High Achiever

- Attentive
- Understands
- Works hard
- Seeks friends of same age
- Grasps lessons in 6–8 repetitions
- Absorbs
- Memorizes well
- Completes tasks
- Receptive
- Pleased with accomplishments

Creative Thinker
Gifted Learner

- Daydreams
- Overflows with ideas
- Creates
- Enjoys creative peers; often works alone
- Does not see the importance of grasping lessons
- Improvises
- Brainstorms well
- Starts tasks, rarely finishes
- Unconventional
- Never finished

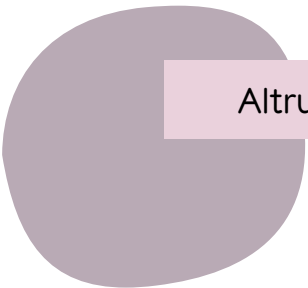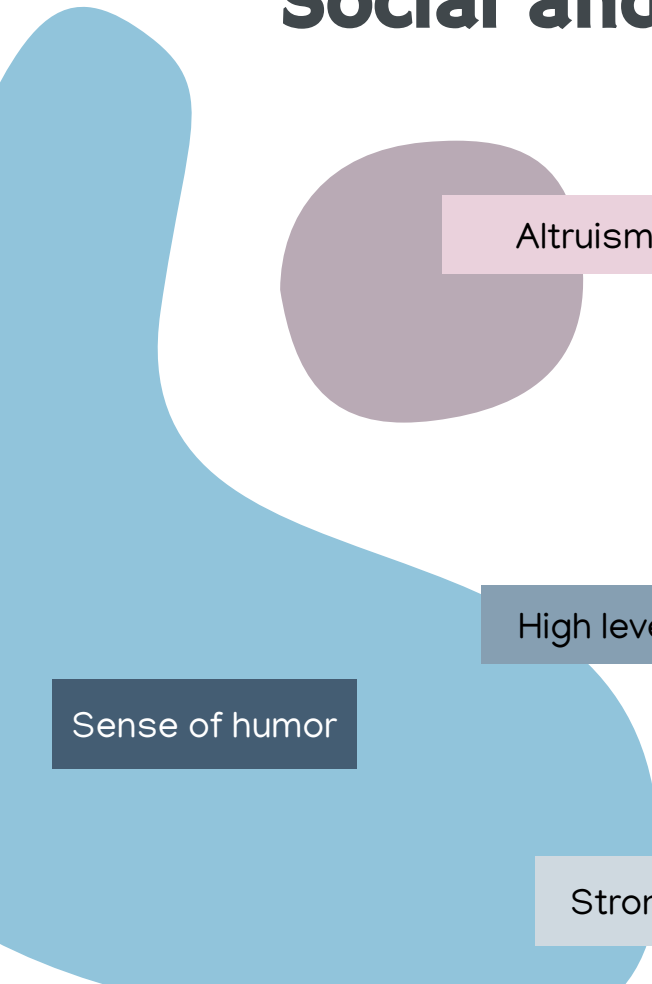# Renzulli's Three Ring Conception of Giftedness

Above Average Ability– including high intelligence

Creativity– the ability to formulate new ideas and apply them to the solutions of problems

Task Commitment– a high level of motivation and the ability to see a task through to its completion

Social and Emotional Characteristics

Altruism and idealism
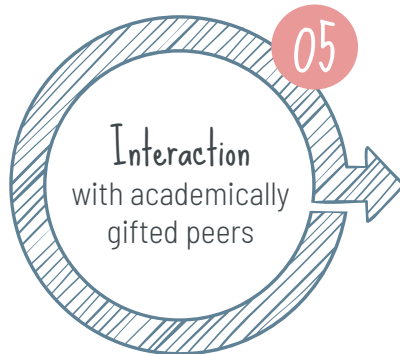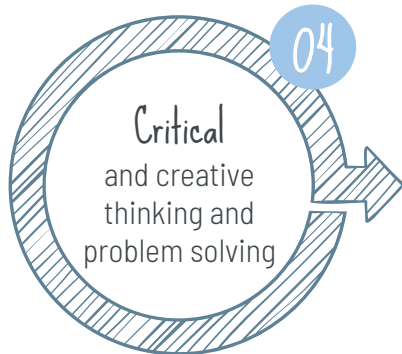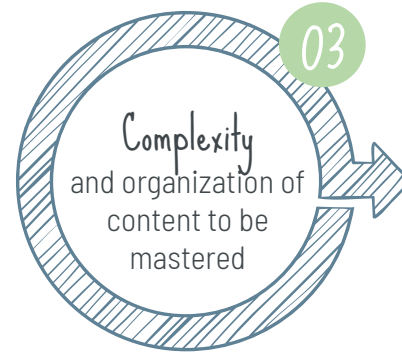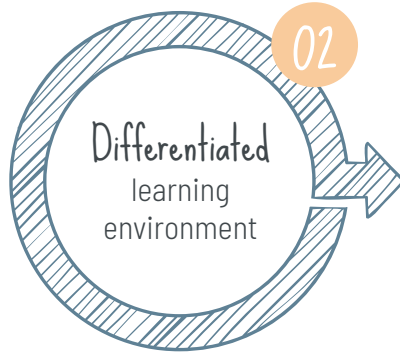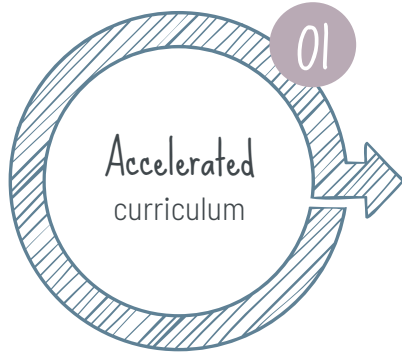
Sense of justice

Aesthetic sensitivity

Perfectionism

High level of energy

Sense of humor

Emotional intensity

Strong attachments and commitments

Program incorporates and addresses

01 Accelerated
curriculum

02 Differentiated
learning
environment

03 Complexity
and organization of
content to be
mastered

04 Critical
and creative
thinking and
problem solving

05 Interaction
with academically
gifted peers

06 Social
and emotional
needs

Sample Activities

ELA

Utilizing the Icons of Depth and Complexity

Science & Beyond

STEM / Hands-On Collaboration and Discussion

Math

Exploring math thinking tasks

Icons of Depth and Complexity

Icons of Depth and Complexity

What are they?

- Eleven traits to help students move closer to an expert level of understanding about a topic

Why do we use them?

- To help students look at things in a new way
- To promote focus and depth of learning
- Allows for differentiation in learning
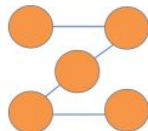
Click here to learn more about the icons

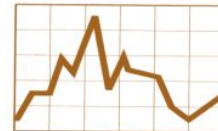|			
Language of the Discipline	**Details**	**Patterns**	**Trends**
·What vocabulary is used? ·What tools are used? ·What methods are used? ·What service is provided? ·What products are made?	·Who..? What..? ·When...? Where..? ·Why...? How...?	·What patterns do you notice? ·Can you predict what will come next? ·Why do you think so?	·Identify cause & effect relationships ·What are influencing factors?
Unanswered Questions	**Change Over Time**	**Ethics**	**Big Ideas**
·What words don't you understand? ·What is unclear? ·What information is missing?	·What was it like in the past, the present & what might it be like in the future? ·What caused the change?	·Who believes the behavior or action to be right or wrong and why?	·What is the theme? ·Identify the "Big Idea", principle or generalization.
Depth & Complexity Icons Use this page to guide discussions, as conversation "cues" during literature circles discussions, & as writing prompts to encourage critical thinking. Shared by Sandra Kaplan	**Multiple Perspectives** ·Who agrees & disagrees? ·What are their opinions? · Who believes what & why?	**Rules** ·What are the rules? ·How it is structured?	**Across the Disciplines** ·What common theme connects the topics? ·How is one topic like the other?
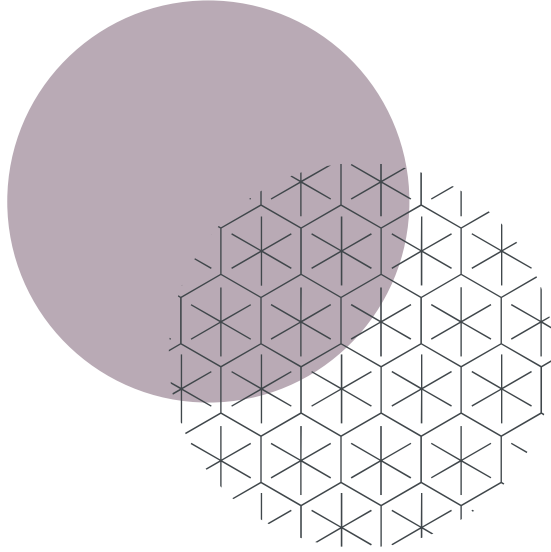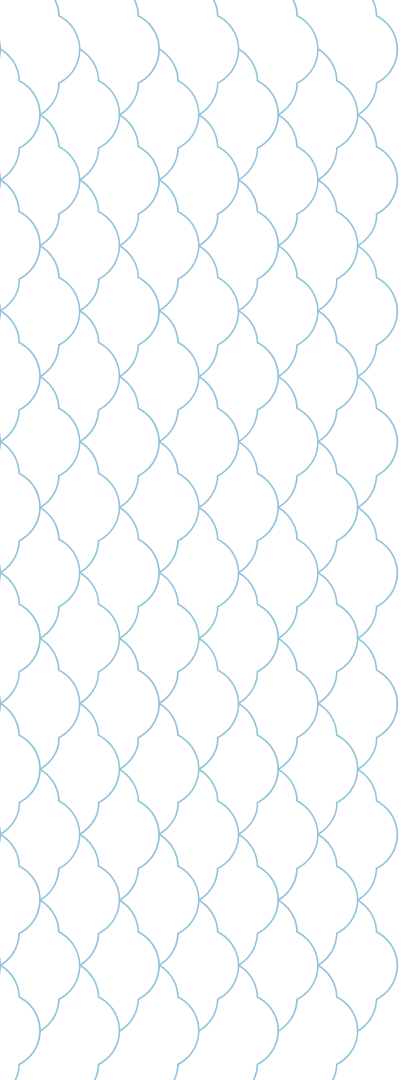
How they are used

- As visual cues

- Prompts for classroom discussions

- With Thinking Maps

- To form the foundation for creating high quality final products

Icons with Thinking Maps

Multi-flow Map

What 🌀 patterns have changed now that we are using negative numbers in our operations? Come up with at least four.

Negative Numbers
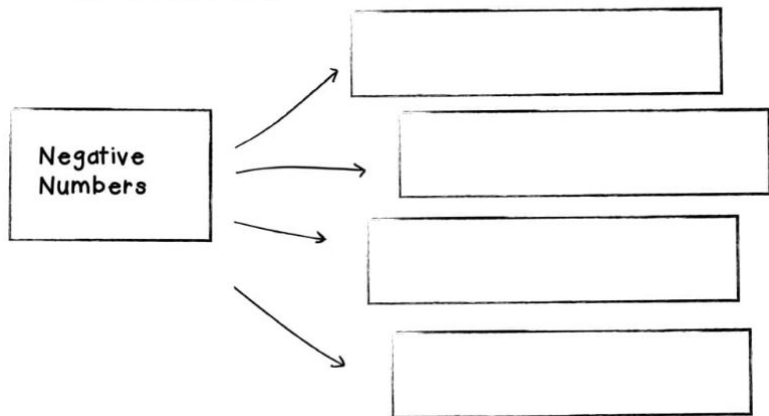
🏛 Growing up requires sacrifice.

Hatchet
🌻 Brian burns his money when he realizes its the only way to stay warm.

Star Wars
🌻 Han Solo gives up his independence to help his friends.
🌻 Luke refuses to sacrifice his friends, which leads to disaster, and he grows from this experience.

Giving Tree
🌻 The Boy never really sacrifices anything, so he doesn't actually grow up.

Hunger Games
🌻

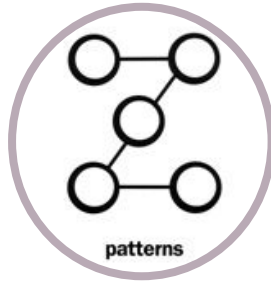### Tree Map

Depth and Complexity Icons
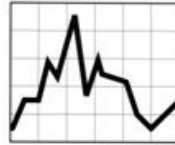

big ideas
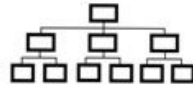
details

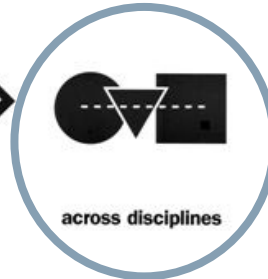language of the discipline

relate over time

patterns

trends

multiple perspectives
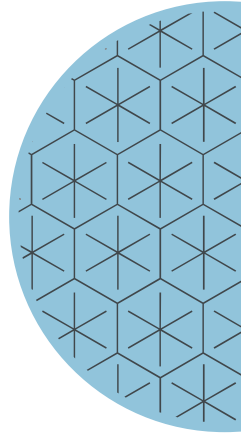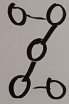
unanswered questions

rules

ethics

across disciplines

Finding out what Success means and how to be successful.

HOOTIE-TOOT-TOOT ||||| ||||| ||||
All Animals
Blow whistle → animal appears
Name of "block" always large on picture
Clues always rhyme & in bold, & includes the word success

Across Disciplines
Reading - read the book
Math - count building blocks
how many left
tally marks (Hootie Toot Toot)
Shapes (pyramid)
Writing - write about it (homework)
language (poetry & figurative)
language
Social Studies - animals (predator vs. prey)
Being Successful

Big Idea and Patterns

Across the Disciplines

Science & Beyond

Inquiry and Exploration

Inquiry

- ★ Promotes curiosity
- ★ Encourages discussion
- ★ Provides avenue to test ideas
- ★ Allows for multiple perspectives

Exploration

- ★ Hands-on
- ★ Fun
- ★ Engaging
- ★ Collaborative
- ★ Meets students at their level of understanding
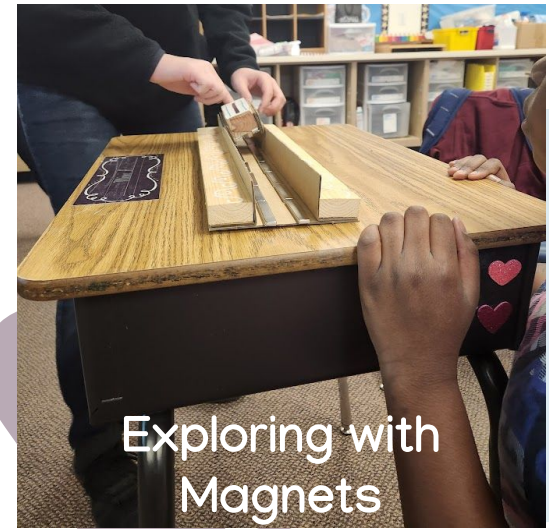
CIF Feb 2023

Computers to engage with topics

Exploring with Magnets

Cross Grade Level Project

Museum Project – create artifacts

Collaboration & Discussion
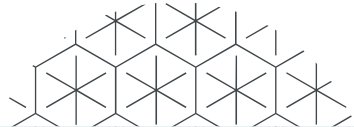
Collaboration

➔   Share ideas and learn
    from others
➔   Open–ended
➔   Open minded
➔   Critical thinking skills

Discussion

➔   Create questions based
    on their understanding
➔   Use texts as well as
    hands on experiences to
    shape discussions

- Students create questions to ask each other about a topic being studied
- Students share ideas and thoughts in small groups
- Students guide discussions and keep each other on task/on topic
- Spans across all content areas
- Teacher acts as a guide to support students or to correct misconceptions

Math Thinking Tasks

Reasons we use them

If we want to encourage thinking rather than simple memorization, we have to provide opportunities for students to be engaged in critical thinking about challenging tasks. These types of tasks require students to think about and trial strategies as well as persevere with problem solving. In a real-world context, this is how most of us come into contact with math– a situation presents itself and we have to figure out what tools and strategies will be necessary to solve it.

Knowledge mobilization: Students working in groups with thinking displayed where others (even other groups) can see, increases knowledge mobilization; to put it in other words: We learn from and are inspired by each other.
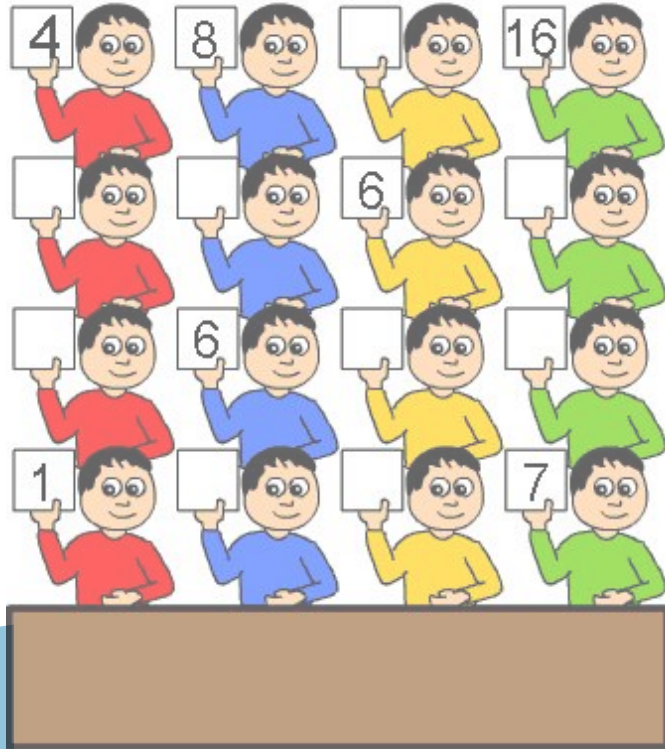
Discussion Skills & Domain vocabulary: There is an emphasis on explaining strategies and thinking with each other and the class using domain specific vocabulary. Students learn to listen with a critical ear and evaluate what they see and hear.

These are just a FEW benefits of using thinking tasks in the classroom.

What is it like?
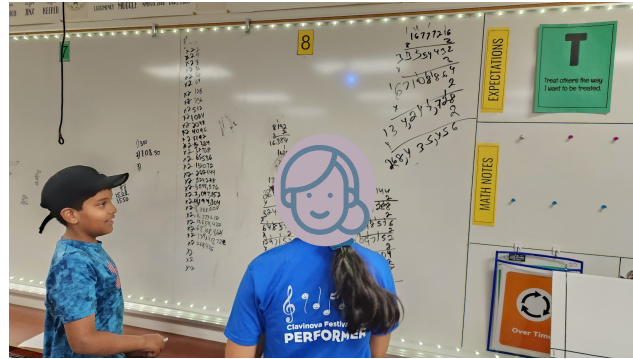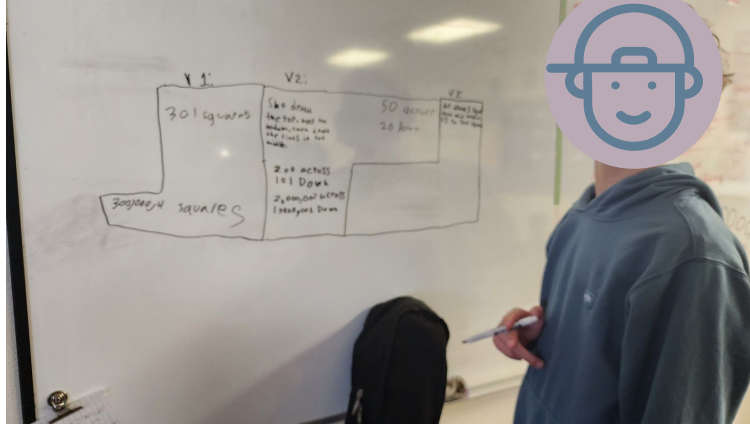
Let's Preview an Experience

These sixteen children are standing in four lines of four, one behind the other. They are each holding a card with a number on it.

Each child in blue is holding a number which is four more than the child in the same row wearing red.

The children in yellow shirts each have a number which is double the number of the child in the same row wearing red.

- Some of the numbers that the children in red, blue or yellow shirts are holding have got rubbed off. What should the numbers be?
- Can you work out how the numbers that the children in green are holding have been worked out? What are the two missing numbers?
- If there was another row of four children standing behind the fourth row, what numbers would they be holding?

Thank You

Do you have any questions?
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