



CREATING DYNAMIC LEARNING COMMUNITIES
at school • at home • at work



Schools Exceeding Expectations (SEE) Conference
Maryville, Tennessee – April 29-May 2, 2009

Book Talk

*Teaching Gifted Kids
in the Regular Classroom*

Presented by Denise White

2009 SEE Conference – Saturday, May 2, 2009

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Teaching Gifted Kids in the Regular Classroom

by Susan Winebrenner

Schools Exceeding Expectations Conference
April 24, 2009

Presented by Judy Eacker
Highly Effective Teaching
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I Am and I Can



Create your personal kaleidoscope. Put Your name on the card and list at least five things under the categories of *I Am and I Can*.



Take a partner stroll with someone you Do not know in this room, and share your list of *I Am and I Can* with your partner.



Reflection: What did you find that you had in common with your partner?

Name Card Strategy

for Discussion Buddies



Assign Buddies:

- Blurters with each other - stops within two weeks
- High/High (if exceptionally high in an area), High/Average, Average/Average, Average/Low
- Answer so all can hear (you do not repeat an answer)
- Confer again with partner if not able to answer

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Most Difficult First

- Deliver instruction (12-15 minutes).
- Star the 5 most difficult questions in the activity you have chosen for independent practice.
- Offer the choice to do these first.
- Students have teachers check this work.
- First student to complete 4 out of 5 correct is "Checker" for the others.
- If not a Checker, or don't desire to be, can work on chosen Extension Activity.

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Three Magic Rules



- ☞ Don't bother anyone else while you're working.
- ☞ Don't call attention to yourself for the fact that you're doing something different - it's no big deal.
- ☞ Work on the extension activity you've chosen - ex: Spelling.

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Compacting Curriculum

- ☐ Identify the learning objectives or standards all students must learn.
- ☐ Offer a pretest opportunity to volunteers who think they may have already mastered the content, OR plan an accelerated alternate path through the curriculum.
- ☐ Plan & offer choice extension activities for those successful with compacting opportunity.
- ☐ Eliminate all drill, practice, review, or preparation for tests on mastered content.
- ☐ Keep accurate records of student's compacting activities.

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Differentiating Techniques



- ☐ Alternate Activities p. 40
- ☐ Learning Contract p. 50-51
- ☐ Study Guide p. 71 & 75
- ☐ Extension Menus p. 72, 76-77
- ☐ Tools for Differentiating Reading & Writing Chapter 5
- ☐ Independent Projects based on Student Interest p. 147-148