

Gift Rap

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Gifted Intervention at James A. Garfield

The start of this school year signaled changes to our gifted program. Instead of a focus on pullout classes, we have moved to a more inclusive, classroom-based service for gifted students. The new format may take many different forms, and the goal of this change is to create better learning situations for the gifted students. For example, Mr. Hatcher may team-teach a lesson with the classroom teacher, may work with small groups of gifted children in a classroom, may help plan in-

struction, may gather resources, may pull a small group for instruction, or supervise longer-term projects. This program allows a greater flexibility in the way we meet student needs.

The new focus on classroom-based service also strengthens the role of the classroom teacher in the delivery of services to our gifted students. Gifted students are gifted twenty-four hours a day, not only when they are in class with Mr. Hatcher. We cannot ignore gifted students in

the regular classroom.

Research shows that gifted students in cluster classes (with proper instructional support) can gain more than those in a typical pull-out class because the lessons and activities are more closely related to the curriculum and standards.

The teachers have been very receptive to the changes. We are adapting to the changes and will continue to improve our services as the school year progresses.

Portage County Sponsoring Games Night

On January 23, 2007, the Gifted Specialists from Portage County schools will host a games night for gifted children and their parents.

The event will take place at Maplewood Career Center. A wide variety of games will be offered. It will be a time when children and parents can

play and expand their minds together. Please join us for this fun-filled evening!

Hours of the event are 6:30 PM to 8:00 PM. If you would like more information or to RSVP for the event, please contact Rachel Smethers-Winters, the Portage County Gifted

Coordinator, at (330) 297-1436, extension 1506. Please RSVP by January 12.

A flyer for the event is posted on our web site.



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Gifted Program Goals

- Enrich and enhance the curriculum at all levels for identified gifted students
- Develop and expand gifted services to meet the needs of students at all grade levels
- Create and implement staff development activities that will provide teachers with strategies to assist them in the identification and differentiation of services for gifted students
- Provide classroom and gifted teachers with materials and resources to provide for the needs of gifted students
- Develop services to meet the social, emotional, physical, and academic needs of gifted students

Tips for Parents of Gifted Children

Researcher and gifted child advocate Karen Rogers offers these tips to parents as they plan their child's educational journey.

1. Begin researching college programs early. You will want to find a good program for your child and assess the cost of tuition.
2. Investigate Post Secondary Educational Options to see if they are a better match to your child.
3. Develop a bibliography of books for the family to read.

A great resource is Halsted's *Some of my Best Friends are Books*.

4. Arrange for your child to have chances to be with true peers on a regular basis.
5. Help your child to develop verbal responses to be used in negative situations with age peers.
6. Help your child to be involved in service groups so that a sense of social responsibility is reinforced.

7. Provide a variety of exploratory activities to develop hidden interests.
8. Help your child practice memory skills at home.
9. Include your child in most educational and recreational decisions that affect him or her. If a choice does not feel "right" for the child, then select an alternative that does feel comfortable.

From *Re-Forming Gifted Education* by Karen B. Rogers

Gift Rap On-line

To improve efficiency, reduce paper usage, and increase exposure, *Gift Rap* will be published exclusively on-line beginning in 2007.

The newsletter will be available on the Gifted Services web page of the James A. Garfield Local web site. The web address of the James A. Garfield Schools is <http://garfield.sparcc.org>.

There is a link to the Gifted

Services page from the District Home Page.

Parents are encouraged to visit the Gifted Services web site regularly. Besides *Gift Rap*, important events, information, and updates are posted.

Because access to the internet may not be

available for all, hard copies of *Gift Rap* may still be sent home. Please contact Mr. Hatcher or Mrs. Winters if you would still like to receive a hard copy of *Gift Rap* through the mail.



Gift Rap will be published exclusively on-line in 2007.

New Books About Growing Up Gifted

Smart Talk and *More Than a Test Score* are two new books from Dr. Bob Schultz and Dr. Jim Delisle. These books were written after the authors surveyed more than 4,000 gifted students around the world.

The books are a compilation of gifted child responses to questions about what it means to be gifted, fitting in with friends and peers, expectations, school, family, passions, and future plans.

The thoughts and feelings of gifted children ages four to twelve are included in *Smart Talk*. *More than a Test Score* is geared toward teenagers, and says that simple answers to the meaning of giftedness will not be found in the pages of any book. Rather, complex, critical, varied insights about the advantages and disadvantages of being a gifted teenager are offered.

Both books are published by Free

Spirit Press. Dr. Schultz is a professor at The University of Toledo and Dr. Delisle is a professor at Kent State University.

Dr. Delisle will speak to Portage County parents on March 8, 2007, at Maplewood Career Center. For more information about this presentation, contact Rachel Smethers-Winters, Gifted Coordinator, Portage County Educational Service Center, at 330.297.1436, ext. 1506.

Highlights From Our Classes

Here are a few snippets of the learning taking place in the gifted cluster classrooms.

In first grade, we have studied classifying, Venn diagrams, opposites, analogies, asking and answering different types of questions, and rhyming. We also played a game where we brought something to a picnic that had to start with the same letter as our first name.

Second grade activities have included comparisons and contrasts, compound words, Venn diagrams, and common and proper nouns.

In the third grade classrooms, we have focused on writing and the writing process. We have worked on word fluency, word choice, story writing, and letter writing. We have also participated in readers' theaters.

Fourth graders' work focuses on the novels they read in class.

For one activity, the students read part of the chapter as if they were reading it on the radio. We learned the importance of using our voices to convey emotion.

Fifth graders have done extension projects during the first unit in reading. The topic was "nature's fury." The extension projects allowed the students to pick a project that interested them. Many outstanding projects were created. More extension work will be offered during the second unit, "Give It All You've Got."

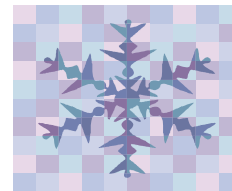
In fifth grade math, Mr. Kuhlman is also working to differentiate lessons so that students receive the proper challenge. Mr. Hatcher is helping Mr. Kuhlman manage the process and to find resources.

PowerPoint presentations have been created by sixth grade gifted students. Students have

used this computer program to create slide shows. In Mrs. Wadkins' class, the students used PowerPoint to create survival guides after reading *Hatchet*. In Mrs. Wasko's class, the students created timelines for the life of Anastasia Romanov, the main character of the story *Anastasia's Album*. The slide shows were high quality and showed a great deal of effort. The students were also excited to learn about this type of technology.

Also, the students have participated in readers' theatre and independent studies.

Middle School students are involved in our book club with Mr. Hatcher and Mrs. Cross. Mr. Hatcher has also visited Mr. King's classroom and provided resources.



Stress Reduction Tips

1. Think back to other times when you have successfully coped with a difficult situation, person, or event. You may be able to recycle those winning strategies.
2. Learn how to handle stress without alienating the people around you. Do not take it out on your family, friends, or teachers.
3. Find a sounding board—
4. someone who will listen and, if you want, offer honest respectful, and trustworthy advice.
4. Learn how to relax.
5. Develop and maintain your sense of humor.
6. Compile a library of stress reduction techniques. If one technique does not work for one situation, you can always try another.
7. Do not give up. Handling

stress is a learned skill and an on-going endeavor.

8. Always remember that you do not have to go it alone. Even in your darkest, most stressful hour, there is bound to be someone or somewhere who can help you.

From *The Gifted Kids' Survival Guide: A Teen Handbook*, by Judy Galbraith and Jim Delisle.

Gifted Services

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On the web:

[http://
garfield.sparcc.org/HighSchool/
Gifted2.cfm](http://garfield.sparcc.org/HighSchool/Gifted2.cfm)

Thinking Challenge

1. Six students, A, B, C, D, E, and F, took a college entrance examination.

A and B received the same marks

A was higher than C

C was higher than D

E was lower than A but higher than D

E was lower than C

B was lower than F

Rank the six students in order from high to low.

2. Between noon today and noon tomorrow, how many times does the long hand of a clock pass the short hand? "Pass" means that one hand follows, overtakes, and goes ahead of the other. Since both hands are at the same spot at noon, the long hand does not pass the short hand at twelve o'clock, the starting time.

To answer this question, you may look at your watch, but you may not move its hands.

Answers from October

1. **Who won?** Most people think that the result of the second race was a tie, but it is not. The younger brother runs 97 meters while his older brother runs 100 meters, so they boys were neck-and-neck three meters short of the finish line. Naturally, the older brother won the second race, too.
2. **100 Meter Dash** The difference between the speed of Bob and Sue is ten percent. This is also a ten percent difference between Sue and Larry. If all three ran a race, when Bob finished, Sue would trail Bob by ten percent of 100 meters (ten meters), and Larry would follow Sue by ten percent of ninety meters (nine meters). Therefore, if Bob and Larry raced each other, Bob would win by ten meters plus nine meters (19 meters).
3. **A Dog and Two Travelers** It takes exactly one hour for Alan to catch up with Joe. Since the dog ran continually during that hour, at ten kilometers per hour, the dog ran ten kilometers.