

# Gift Rap

VOLUME 7, ISSUE 1

SEPTEMBER-OCTOBER  
2007

## “What are They Talking About?!”: An Introduction to “Educational Jargon”

ACT, EYT, DI, FPS, NCLB...ever feel like talking to an educator is like swimming in alphabet soup?

Here’s a sampling of some of that educational “jargon,” for fun, we included some new acronyms courtesy of text-message-land, too, so you can impress your high school-age children with how cool you are:

ACT: American College Test; required by many states for col-

lege admission.

ADM: Average Daily Membership; used to compute state education funding.

AP: Advanced Placement; students can complete college courses while in high school for college placement/credit.

AYP: Adequate Yearly Progress; measures the yearly progress of different groups of students against yearly targets in different subject areas.

ESL: English as a Sec-

ond Language.

IEP/WEP: Individualized Education Program/Written Education Program: a written statement for a student with a disability (IEP) or who has been identified as gifted (WEP) describing the strengths of the student and areas of need where services will be provided.

PSAT: Pre-Scholastic Assessment Test; usually taken by juniors in high school as a practice test for the SAT.

## In Our Classrooms: Gifted Services at James A. Garfield

It’s an exciting year at James A. Garfield! This year, Mr. Hatcher continues working with teachers of gifted students in grades 1-6 to create more challenging lessons in language arts. Students in grades 3-5 benefit from lessons designed by the classroom teachers and Mr. Hatcher in math.

At the middle school,

Mr. Hatcher is currently developing a plan with classroom teachers for services.



Mr. Hatcher and Mrs. Winters are meeting with high school stu-

dents monthly to discuss various topics including careers, learning styles, and teamwork. Four times a year, identified students in grades 7-12 will be meeting together as well, and Mr. Hatcher and Mrs. Winters will continue to encourage the mentor relationships begun last year with students in grades 8 and 10.

### INSIDE THIS ISSUE

Midwest Academic Talent Search	2
Gifted Kids Talk about Giftedness	2
Parents: Getting In-	2
Competitions 101	3
Events Coming Soon	3
Thinking Challenge	4
June 2007 Issue Thinking Challenge	4

James A. Garfield  
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*

## It's Midwest Academic Talent Search Time!

The Midwest Talent Search (MATS) is a program that offers above-grade-level testing and provides parents and educators with a wealth of assessment and counseling information based on students' taking the EXPLORE, SAT, and/or ACT tests "early."

Students who qualify to take these national achievement tests can participate in the MATS program and receive reports comparing student

scores with those of their peers and recommendations for appropriate academic and enrichment course options.

Sponsored by Northwestern University, the MATS program has been providing this testing service since 1981.

Participation in the MATS program can help students and their parents better understand their abilities and plan for their future by providing information about what courses to take

and possible career paths to choose.

For more information about how to qualify for the MATS program, contact Mr. Hatcher, the teacher of gifted at James A. Garfield Elementary School, at 330.527.2184, or Mrs. Winters, Coordinator of Gifted Programs for the James A. Garfield Local Schools through the Portage County Educational Service Center, 330.297.1436, ext. 1506.

## Gifted Kids on Giftedness

More than 1,000 gifted children responded to an online survey regarding their giftedness. Here are some of their responses:



**Q:** Gifted kids are often described as: introverted, preferring privacy, reflective, quiet in large groups, and uncomfortable as the center of attention in a large group. In general, how true is this for you?

24% — All of the time

21% — Some of the time

19% — Most of the time

36% — Infrequently

**Q:** Gifted kids are often described as: possessing a keen sense of justice, non-conforming, and frequently questioning rules and authority. In general, how true is this for you?

49% — All of the time

18% — Some of the time

28% — Most of the time

5% — Infrequently

## Parent Involvement in Gifted Education: What does the Research Say?

How involved should we get in our children's education? What effect does parent involvement have on student development?

Studies reveal that students who thrive have parents who seek to know the educational system, are supportive of the school, value education, set high expectations for their

children and themselves, work to establish rapport with teachers, and are not distracted from active parenting by other crises.

There are many ways parents' behaviors influence children's lives: by providing emotional support, especially when the children experience failure; teaching that practice and

work are important; monitoring children's time and activities, like TV watching and friendships; discussing school events; and taking responsibility for learning in their homes.

We know parenting is a full-time job; support and resources are always available. You're doing a great job!

## Competitions 101

There are many positive benefits from entering competitions. Competitions provide opportunities for growth and development of specific skills including creative problem solving, leadership, group dynamics, and communication. You can build your self-confidence by entering competitions, even if you don't win, and they provide opportunities for self-directed learning and challenge.

But how do you know which competition is best for you? First, ask yourself what talents you have; list the areas in which you do well (math, playing the piano, leadership, etc.). Now, list your interests and things you would like to know more about or areas you would like to improve. Combine these lists and rank order them, and select the top five areas you would like to use for follow-up.

Try to identify some competitions which would allow you to develop the areas on your list. Be sure to check your calendar against the due dates for the competition!

Most of all, have fun preparing for and competing in it!

Each *Gift Rap* this year will list some upcoming national competitions for you to investigate. This issue, we are pleased to share the following competitions:

### **AAA National School Traffic Safety Poster Program:**

Create and execute a chosen traffic safety slogan in the form of a poster. For more information, go to:

[http://www.aaasouth.com/ts\\_contest.asp](http://www.aaasouth.com/ts_contest.asp)

### **Adlyn M. Keffer National Story League Short Story Writing Contest:**

Students submit an original

short story of 2,000 words or less. For more information, go to: [http://www.concentric.net/~Lkbenoun/national\\_story\\_league.htm](http://www.concentric.net/~Lkbenoun/national_story_league.htm)

### **American Mathematics Competitions (AMC):**

Contests consist of multiple-choice or essay/proof tests of mathematics. For more information, go to:

<http://www.unl.edu/amc/whatswhat.html>

### **AMVETS Americanism Program:**

Students design flags, posters, or write essays about American heritage, civics, and citizenship. For more information, go to:

<http://www.amvets.org>

Look for more competitions in the next issue of *Gift Rap*!

## Events Coming Soon to James A. Garfield, Portage County, and Ohio for Gifted Students and Parents

### **Ohio Association of Gifted Children (OAGC) Fall Conference/Parent Night**

*Sunday, October 7-9, 2007*

Sunday night is an excellent Parent Night/Resource Fair full of fun and informational activities for parents of gifted students. For more information, go to: <http://www.oagc.com>.

### **Portage County Middle School Leadership Seminar**

*Friday, November 9, 2007*

This seminar will again be co-hosted by the Portage County Educational Service Center and the Ohio Leadership Institute. Ten students from each district in Portage County can participate; see the guidance department at the middle

school for more information.

### **Portage County Math 24 Competition**

*Wednesday, February 20, 2008*

Students in grades 4-8 can compete against other students in Portage County in the Math 24 game. It's not too early to start training!

## Gifted Services

James A. Garfield Local  
Schools

Derek Hatcher, Gifted Intervention  
Specialist Teacher  
James A. Garfield Elementary  
10207 State Route 88  
Garrettsville, OH 44231  
(330) 527-2184 voice  
(330) 527-3015 fax  
dhatcher@mail.garfield.sparcc.org

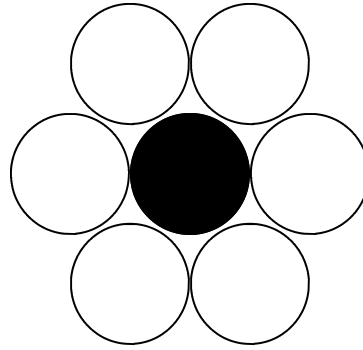
Rachel Winters, Gifted Coordinator  
Portage County Educational Service  
Center  
326 E. Main St., Third Floor  
Ravenna, OH 44266  
(330) 297-1436 voice  
(330) 297-1113 fax  
rwinters@portage-esc.org



On the web:

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

## Thinking Challenge



We wish to arrange six pennies in a ring, as shown by the white circles, so that if a seventh penny were placed on the black spot in the center it would fit perfectly.

We must achieve the arrangement, however, without using a seventh penny as a guide. We must do it only by sliding the six pennies around on the table. We are not allowed to pick up a coin and put it down in another spot, and we must not mark the tabletop in any way or use a ruler to measure distances. How could we arrange the pennies to find the answer? (Hint: show your steps!)

## June 2007 Thinking Challenge Answers

### Playing Card Challenge

Card A, located on the left, is a 6.

Card B, located in the middle, is a 9.

Card C, located on the right, is an 8.

### Four Liters

1. Pour water from the large can into the small one so that the small can contains 3 liters and the large can holds 2 liters.
2. Empty the small can, leaving 2 liters in the large can.
3. Transfer the 2 liters from the large can to the small can.
4. Leave 2 liters in the small can and fill the large can.
5. Fill the small can by pouring from the large. The small can is now filled with 3 liters, and the large can contains 4 liters.
6. Empty the small can.
7. You are now left with the solution: 4 liters, in the large can.