

<p>PALMER LAKE 763-561-1930</p> 	<p style="text-align: center;">MRS. MOE'S TALENT DEVELOPMENT ACADEMIC CHALLENGE GIFTED SUPPORT (TAG) <u>NEWSLETTER</u> <u>MOEROBIN@DISTRICT279.ORG</u> November & December 2018</p>	 <p style="text-align: center;">WOODLAND 763-315-6400</p>
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Differentiation Ideas

Art & Math: The National Gallery of Art has amazing artwork. In addition, it houses spectacular learning opportunities for our students through its masterpieces. For example, students could learn to read nonverbal clues displayed in a piece of art by the African American artists Horace Pippin. The activity can be further explored and expanded by having students create their own secret number painting or drawing. Check out the opportunities for your learners at <https://www.nga.gov/education/teachers/lessons-activities.html>

The Art of Education: Check out the site from Polk Library at <http://www.theartofed.com/lesson-plans/>. You will find dozens of wonderful ideas linked to our standards which incorporate all subject areas with art. These are great diverse learning opportunities which lend to all levels and learning styles.

Thinking Maps & Poetry using a common visual language to write poetry. For example, a Flow Map can be used to write a “Two Words on a Line” Poem (Franco, p. 34). These poems help students recognize “those two words together may not seem like much, but each pair of words can create a clear picture in someone’s mind” (Franco, p. 34).

Design Technology is a “blend of science and invention; it allows children to be involved in problem solving in the real world...while building upon the capability and the confidence to design, construct and evaluate working models” (Eichelberger, p. 49-52). For example, when instructing students in learning to tell time, they can create a clock with gears using simple products such as paper plates, tag board and beads.

Differentiation of Small Reading Groups can be mind boggling at first. However, using tools such as “strategy prompt cards, anchor strategy charts or interactive tools for responding to text,” can offer students varied learning opportunities (Southall, p. 42). These tools, along with teacher analysis, can help to build fluid and flexible reading groups that shift through the stages of reading development while utilizing leveled books as the vehicle to teach skills and strategies.

Choice Menus offer students opportunities to build upon their ability in which to make good choices, a sense of independence, and strengthen their focus on the required content (Westphal, p. 2-3). There are a variety of menus available for teacher to use with their students. From “Three Shape Menu to Tic-Tac-Toe” boards students’ hunger for more knowledge can be fed through activities of their own choosing or content related options. Each menu can be altered to fit specific students’ needs or that of a small group. The menus can be used for short periods of time or developed to be completed over weeks.

Differentiation Resources for Instructors:

- Eichelberger, B., & Larson, C. (1993). *Constructions for Children Projects in Design Technology*. Palo Alto, CA: Dale Seymour Publications.
- Franco, B. (2008). *Graphic organizers for teaching poetry writing*. New York: Scholastic.
- Southall, M. (2009). *Differentiated small-group reading lessons*. New York: Scholastic.
- Westphal, L. E. (2011). *Differentiating instruction with menus*. Waco, TX: Prufrock Press.

Teachers: Please know that I am happy to assist with any differentiation needs or desires you might have for your classroom. We can consider content, products, processes, environment and/or assessment practices that work best for you and your learners. I am eager to help you discover strategies and techniques for everyone in your room; not just those formally identified as gifted. Feel free to contact me with dates and times to meet and discuss how I can help you.

IMPORTANT TESTING INFORMATION FOR ALL PARENTS

In the past all second graders have participated in taking the Cognitive Abilities test (Cog AT) in January. Data gathered from this process was used for decisions about TAG services for the following year. Students in grades 3 & 4 were also tested if they were nominated by a teacher or parent. Often students may re-test for areas in which they do not currently qualify for TAG service.

Our school district has purchased the new Cog AT 7 which is computerized and produces immediate results. This test is typically given in the fall. Therefore, we will not be giving the Cog AT test to students in grades 2-4 this winter. Instead we will be testing students in 3rd grade at the beginning of next school year.

Growth Mindset Tip of the Month for Parents:

Give feedback on process only.

Praise effort, persistence, strategies, seeking challenges, setting goals, planning, or using creative strategies.

Don't praise personal abilities like being smart, pretty, or artistic. This kind of praise actually can lead to a loss of confidence since kids won't be smart at everything. They'll doubt their ability to be good at something that is difficult initially.

Salman Khan recently wrote that **he will never tell his son he's smart** for this very reason. He shares, "*Between the deep body of research on the field of learning mindsets and this personal experience with my son, I am more convinced than ever that mindsets toward learning could matter more than anything else we teach.*"

<http://imaginationoup.net/2014/09/17/help-child-unmotivated-growth-fixed-mindset/>

Young Scientist Roundtable 2018-19: An enrichment opportunity for ALL families

Wednesday, December 12, 2018 7:00 – 8:00 p.m.

Central Middle School Auditorium 305 Vicksburg Lane North, Plymouth

Rhythms of the Heart: From normal to abnormal and back again

Kenneth Stein, M.D. Boston Scientific Chief Medical Officer, Cardiac Rhythm Management

Combining the most advanced and least-invasive rhythm management technologies improve and enhance patients' lives. Management treatments may include physical maneuvers, medications, electricity conversion, or electrochromic-cautery. Dr. Kenneth Stein will share from his extensive clinical and research experience and broad knowledge of cardiac rhythm management.

Kenneth Stein, M.D., serves as Chief Medical Officer for Cardiac Rhythm Management at Boston Scientific.

Roundtable Part 2 8:10 – 8:40 p.m.

Students are invited to meet with the speaker after the presentation to discuss the topic in more depth.

Destination Imagination

"Destination Imagination, Inc. is a leading educational nonprofit dedicated to teaching students the skills needed to succeed in school, their careers and beyond. We develop project-based learning programs that blend STEM (science, technology, engineering and mathematics) education with the arts and social entrepreneurship. Through our programs, students use the creative process to turn their ideas into reality and learn invaluable skills through the process including:

Creative & Critical Thinking

Team Building

Problem Solving

Risk Taking

Project Management

Perseverance

Self-Confidence"

Check out Destination Imagination at <https://www.destinationimagination.org/>

PARENT RESOURCES

Parenting all ages of children to reduce power struggles, explosions and tantrums:

The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible. Ross W., PhD Greene (Jan 19, 2010). Website has videos and helpful resources – www.livesinthebalance.org

Parenting Without Power Struggles: Raising Joyful, Resilient Kids While Staying Cool, Calm, and Connected. Susan Stiffelman (Mar 13, 2012).

Raising Your Spirited Child: A Guide for Parents Whose Child Is More Intense, Sensitive, Perceptive, Persistent. Mary Sheedy Kurcinka (Nov 28, 2006).

Raising Your Spirited Child Workbook. Mary Sheedy Kurcinka (Mar 4, 1998). This workbook has helpful lists and applicable suggestions. This workbook is very useful with several ideas and applications.

Parenting highly sensitive children:

The Highly Sensitive Child: Helping Our Children Thrive When the World Overwhelms Them. Elaine Aron (Oct 8, 2002)

Parenting to improve executive functioning skills:

Smart but Scattered (for elementary aged children) Peg Dawson and Richard Guare (Jan 2, 2009)

Smart But Scattered for Teens. Richard Guare Phd, Peg Dawson EdD and Colin Guare (Dec 17, 2012)

Book for children about controlling anger:

What to Do When Your Temper Flares: A Kid's Guide to Overcoming Problems With Anger (What to Do Guides for Kids. Dawn Huebner and Bonnie Matthews (Oct 15, 2007).

Book for children about stress reduction and worries:

What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety (What to Do Guides for Kids). Dawn Huebner and Bonnie Matthews (Sep 2005).

Book for children about perfectionism:

What to Do When Good Enough Isn't Good Enough: The Real Deal on Perfectionism: A Guide for Kids. Thomas S. Greenspon Ph.D. (Mar 15, 2007).

Book for children about ADHD:

The Survival Guide for Kids with ADD or ADHD. John F. Taylor Ph.D. (Mar 15, 2006).

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Westphal, L. E. (2011). Differentiating instruction with menus. Waco, TX: Prufrock Press.

Should you have any questions or concerns, please feel free to contact me.

Thank you,

Robin Moe

TAG Instructor

Woodland and Palmer Lake Elementary Schools

<http://moerobin.weebly.com/>