Enrichment in the Classroom

How to Accommodate the Needs of Gifted Students in the Regular Classroom

Compiled by: Sharon Drummond and Laurie Brownlee, Elementary Enrichment Resource Teachers, LKDSB
Change the Pace

Many gifted students come into our classrooms with skills or knowledge beyond that of their peers. They may already have mastery of a skill that is to be taught in their grade level, or they may pick up the new material quickly. If a student has already mastered an expectation of the Ontario Curriculum, they should be provided opportunity to extend their knowledge in that area through another activity.

Strategies for Changing the Pace of Instruction

*Pretesting:* either a formal or informal assessment of prior knowledge

*Most Difficult First:* After a lesson on a given topic, have the student complete only the most difficult questions in that area. If they show understanding, have them move on to an alternate assignment or anchor activity.

*Alternate Assignments:* The student works on an alternate assignment that allows exploration of the topic in greater depth or breadth, by connecting it to other subject areas

*Resident Expert Learning Contracts:* The student, in consultation with the teacher, designs their own project that will be completed independently while the class is working on that unit.
Base Ten Thinkers

Select manipulatives to help you solve the following:

1. I have 12 ones and 2 tens. What number am I?

2. I have 4 tens and 18 ones. What number am I?

3. I am 37. I have 17 ones. How many tens do I have?

4. I am 41. I have 2 tens. How many ones do I have?

5. I am 55. I have 4 tens. How many ones do I have?

6. If you put 3 more tens with me, I would be 62. What am I?

Challenge: Design your own Base Ten Thinkers to give to a friend.
Fractionated Fairy Tales

Create five multi-step story problems based on fairy tales and fairy-tale characters.

These fairy tale story problems may involve one or several of the processes of addition, subtraction, multiplication, and division.

Your problems should require operations involving whole numbers, fractions, decimals, percents, or any combinations of these.

Include a detailed solution for each problem.

Example:

Once upon a time, there were three little pigs. They all decided to go off on their own, because their parents decided they were old enough, and furthermore, they were getting on Papa Piggy’s nerves. Off they went, one bright sunny morning, but they suddenly realized they had no place to live. The first little pig, whose name was Harold, decided to build a house out of wood. He did a little figuring, got all his money together (which was $459.29), and went bounding off to the local building supply store. He got a large cart and picked up the following items:

- 12 1/5 one-by-six-inch boards @ $12.95
- 14 2/3 two-by-four-inch boards @ $10.59
- 5 3/4 boxes of three-penny nails @$3.95
- 3 ½ boxes of floor tile @$23.65
- 2 ½ gallons of paint @ $12.50

If he needed at least $45.00 for food, did he have enough money to build the house and buy food? If not, how much money did he need to make up the difference?
**Book In A Box**  
Create by Bernie Beales, DDSB

This is an appropriate presentation for any grade level. The choice of book, the length of the presentation and the sophistication will vary, but the basic process is the same.

A. Preparation and Research: Students select their all-time favorite book to promote to the class. They decorate a box with representations of facts, issues and themes from the book. Inside the box, the students place the actual book and a variety of objects that reflect the ideas of the story. Students should select (and rehearse) a short passage of no more than one minute to read aloud to the class and should entice others to read the book.

B. Product: The final product is the box and its contents. Information to consider including:
- Factual information such as title, author, publisher, number of pages
- Research about the author and his/her other works, life, etc.
- Intended audience – age, difficulty level, genre
- Themes, conflicts, moral, ethical, or social issues and lessons to be learned
- Personal recommendations and warnings with reasons
- A few “surprises” to maintain interest such as background music, props, costumes, lighting

C. Audience Participation: Students should find a way to involve their audience actively. This could be a series of questions, a worksheet, a demonstration, a game, a quiz, etc.

D. Speaking Skills: This is an oral presentation – students are expected to share their book in an effective manner. All information is to be shared orally, not in writing. Notes are acceptable to remind the presenter of the points to include, but will not be assessed.

<table>
<thead>
<tr>
<th>Additional Topics: Primary/Junior Level</th>
<th>Additional Topics: Int./Senior Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Talk for a Minute:</strong> Impromptu speeches on topics such as “If I Had $1000”, “The Perfect Pet for Me”, “The Best Day of the Week”.</td>
<td><strong>Personal &amp; Social Development:</strong> Create a brochure outlining the causes and cures e.g. depression, ADD, perfectionism, bullying</td>
</tr>
<tr>
<td><strong>Advantages and Disadvantages:</strong> Introductory debating. Students generate lists of pros/cons to strange topics: being invisible, having wings, having a talking pet, being inflatable, reading minds.</td>
<td><strong>Advanced Math Topics:</strong> Poster display to complement talk on such topics as Pascal’s Triangle, Golden Mean, Moebius Strips, Infinity, Chaos Theory, Geodesic Domes</td>
</tr>
<tr>
<td><strong>Fairy Tale Commercials:</strong> e.g. Cinderella’s Glass Shoe Repair, Three Little Pigs Construction Co., Little Red Hen Bakery, Pied Piper Exterminations</td>
<td><strong>Math and The Real World:</strong> Interview a worker as to the math needed on the job and create a typical math problem to solve representing the job.</td>
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<tr>
<td><strong>Consumer Alert:</strong> Products you just HAD to have that turned into flops!</td>
<td><strong>Coaching:</strong> Discuss the rules and strategies of a particular sport, design a workout and practice.</td>
</tr>
<tr>
<td><strong>Animals in the News:</strong> Or any topic currently being studied e.g. Rocks and Minerals, Outer Space Machines</td>
<td><strong>Art Periods in History:</strong> Research a period of art and either copy a masterpiece or create an original work in the style of Minimalism, Cubism, Surrealism, etc.</td>
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<tr>
<td><strong>Mysteries of Science and Magic:</strong> Perform a trick or experiment</td>
<td><strong>Theatre Styles and Periods:</strong> Research a style of theatre and bring in a scene to perform from a representative play e.g. Farce, Melodrama.</td>
</tr>
<tr>
<td><strong>What Is It?</strong> Bring in a bizarre or uncommon item and tell three versions of what it could be – only one is the truth.</td>
<td><strong>Science in the News:</strong> Find a social issue in science and present the two sides to the debate e.g. Artificial Intelligence, Animal Testing, Laser Surgery.</td>
</tr>
<tr>
<td><strong>Imaginary Products We Wish Were Invented:</strong> e.g. “Instant Measles” Just dab them on when you don’t want to go to school!</td>
<td><strong>So You Think You Can Dance:</strong> Research one style of dance (e.g. tap, jazz, break dance), find a computer clip to share &amp; teach part of the routine.</td>
</tr>
<tr>
<td><strong>One Week Without!</strong> Deprive yourself of something for 1 week (TV, junk food, car) and describe the implications.</td>
<td><strong>Talk Show:</strong> Host interviews literary characters, explorers, etc. (e.g. Gods and goddesses of Mt. Olympus).</td>
</tr>
</tbody>
</table>
I’lld be the Expert!

Name: __________________________________________

What I want to learn about:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How I will share what I learn with the class:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Adapted from *Teaching Gifted Kids in the Regular Classroom* by Susan Winebrenner
Resident Expert Contract

Student Name: _______________________  Date: __________

What I want to learn:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Where I will find my information:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

How I will share my information with an Audience:

_____________________________________________________________________

How my work could be evaluated:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Date I will be ready to share my information: _______________________

______________________________________________________________

Student Signature  Teacher Signature

Adapted from Teaching Gifted Kids in the Regular Classroom by Susan Winebrenner
Change the Depth and Breadth

It is tempting to use the next grade level curriculum to differentiate for a student who has mastered the concepts in their age-appropriate grade. This is not always advisable. Gifted students are quick to learn facts and details quickly, but it is important to allow them the time to delve into a topic in more depth. They should be encouraged to explore issues and problems of the topic, as well as to make connections between one subject area and another.

Strategies for adding Depth and Breadth to the Topic

*Open Ended Activities:* Avoid setting limits on the types of responses you expect. If given the chance, gifted students will often give the most obvious answers rather than coming up with creative or thought-provoking responses. If these same students are not given a limit to the number of responses, the creative ideas are more likely to emerge.

*Tiered Activities:* Using several different versions of the same activity to meet the readiness level of students. Though the essential skills and product remain the same, the complexity of the assignments varies depending on the needs of each student.

*Alternate Activity Menus:* Alternate activity menus can be used to allow students to choose which assignments within a given topic they would like to pursue. The activities may make connections to the real world or other areas of the curriculum, or utilize technology.
1. Create a commemorative stamp in honour of the magnificent flying mammal – the bat.
2. Pretend you are a flying fox bat. Describe a silly day in your life.
3. Rhyme Time! Make a list of all the words you can think of that rhyme with bat. Write a silly poem using as many of the words as you can.
4. Create a poster report about your favourite kind of bat.
5. And they lived happily ever after! Write a funny fairy tale called “Baterella” with bat story characters. Draw a picture to illustrate your story.
6. Make a list of all the words you can think of using the letters in fisherman bat.
7. Barry, the friendly bat, is sad. Everyone is afraid of him, so he can’t make new friends. Write a story telling how he solved the problem.
8. Write a description of a new bat that you might like to discover. Draw a picture of what it would look like.
9. Bats vs. Birds! Use a Venn diagram to compare a bat to a bird.
10. Make a list of words pertaining to bats. Scramble the letters of each word and give to a friend to unscramble.
Challenge Boxes

Fill this box with at least 25 unrelated objects or materials that can be stretched. (Only one rubber band per box, please!) Provide a list of the items you select, ranking them in order from the most stretchable to the least.

Fill the box with five objects that represent, in your opinion, the five most important concepts conceived by mankind. State the concept that each object represents. If you include an invention, you must state in writing the ideas behind the invention.

What makes a word hard to spell? Is it length, or is it something else? Construct a spelling word list for adults that contains, in your judgment, twenty of the hardest words to spell in the English language. No word on your list may be longer than fourteen letters. Devise a method to evaluate the difficulty of your test. Report the results of your evaluation in writing and include the report in this box with your spelling list.

From Challenge Boxes: 50 Projects in Creative Thinking by Catherine Valentino
# Independent Novel Study Tiered Activities (Based on DRA Skills)

<table>
<thead>
<tr>
<th>Category</th>
<th>Task: News Report</th>
<th>Task: Write a Letter</th>
<th>Task: Perform</th>
</tr>
</thead>
<tbody>
<tr>
<td>METACOGNITIVE AWARENESS</td>
<td>Choose one important issue that is central to the story. Research this topic and prepare a news report that will educate your classmates on that issue.</td>
<td>Write a letter to a movie studio to persuade them to turn this story into a movie. If the book has already been made into a movie, suggest an idea for a sequel.</td>
<td>Come up with a new resolution to the story. Perform a play that shows the new resolution, as well as what happens to the characters after that point.</td>
</tr>
<tr>
<td>REFLECTION</td>
<td>Write a news article that gives information that could help one of the characters solve a problem they are having in the story.</td>
<td>Write a letter from one character in the story to another trying to persuade them to change their actions or ideas.</td>
<td>Write and perform an interview between a talk show host and one of the characters in the story. Include an “expert” who will talk to the character to help them try to solve their problem.</td>
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<tr>
<td>INTERPRETATION</td>
<td>Write a news article about the climax of the story. Include quotations (from the text or made up) from the characters in the story explaining how they feel about the event.</td>
<td>Write a letter from one character in your story to another, explaining how an important event in the story made you feel.</td>
<td>Write and perform a conversation that could have taken place between two characters in the story but was never shown in the book.</td>
</tr>
<tr>
<td>LITERAL COMPREHENSION</td>
<td>Write a news article about one important event in the story.</td>
<td>Write a letter to the author telling about your favourite part in the book. Explain why it is your favourite.</td>
<td>Choose one character from the story and perform a monologue as if you are that person. Explain to the audience what happens to you in the story.</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>Write a news article that tells the “5 Ws” in the story.</td>
<td>Write a letter telling a friend what happens in the story.</td>
<td>Perform a play that retells the main events of this story.</td>
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</tbody>
</table>
Tiered Activity - Media Literacy – Websites
Created by Bernie Beales, DDSB

Goal: Students will analyze websites to determine the features of a website and to assess its overall quality.

Tier One:
The teacher previews a number of websites on a specific topic (i.e. Shakespeare) to find clear, easily understood examples and provides these to the students. The students fill in a prepared analysis sheet for each website.
1. Choose two websites from the following five bookmarked by the teacher.
2. For each website, write down the name and any information you can find about the authors or date of publication.
3. Locate words or phrases that supply clear information about the topic of the website.
4. What is the purpose or intent of the website? Is it educational, business, entertainment, news or advocacy (i.e. designed to sway your opinion in politics or issues)? How do you know?
5. Who would be the target audience? Is the audience obvious? Explain.
6. Is there enough information? Is it covered in depth or just briefly?
7. Is the site easy to navigate? Can you find the information you want easily?
8. Are there links to other websites? How many?
9. Is it appealing to look at and use? Are the graphics appropriate for the intended audience? Explain.
10. In a group, compare your answers. Make a composite list of the important features of a website one must consider when assessing its effectiveness.

Tier Two:
As a group, students must search to find three websites on the same topic to compare. After agreeing on the websites, students analyze each individually.
1. For each website, rate the following features on a scale of 1 (poor) to 5 (excellent):
   - Purpose or Intent – is the purpose clear or is the information presented as something it is not (i.e. a drug company is presented as a scientific study)?
   - Bias – do the producers of the website stand to make money from the site?
   - Authority – who supplied the information and what qualifications do they have?
   - Accuracy – how current is the site? Are references provided?
   - Intended Audience
   - Text – do the language and graphics match the intended audience?
   - Production Values – how easy and effective is the site to navigate?
2. As a team, compare your ratings of each website. How consistent are your scores? Come up with a final rating that you can all agree on.
3. Write a short report recommending the best website for the class to use to learn more about the topic. Include specific examples from each of the features you observed.

Tier Three:
1. Meet as a group to create a rubric for evaluating websites. You must list five or more features of an effective website to be evaluated on a scale of 1 (Does not meet expectations) to 4 (Exceeds expectations).
2. Select a theme or topic to explore – i.e. Shakespeare. Find a website that would exemplify each level of your rubric. Copy and paste the name and address of the website into the rubric and write a short explanation of why that site was rated as it was.

Whole Class Summary:
As a class, present the findings from the above activities. Discuss the winning websites and the criteria used to evaluate. Students reflect on how this information could help them become more computer literate. As an extension, students could design their own websites using the features and assessments they discovered.
### Grade 5 Science: Conservation of Energy

One of the ways our society has changed has been through the increasing use of machines and other technology.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>List 5 new devices and explain how each has made our lives easier. Tell whether each increases or decreases the energy we use.</td>
<td>How have new devices made our lives easier and more enjoyable? How have these devices changed our use of energy?</td>
<td>How are companies making an effort to decrease the energy used by the devices we purchase? Provide real world examples.</td>
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</tbody>
</table>

### Grade 8 History: Confederation

John A Macdonald came up with a compromise for the representation problem facing Canada East and West.

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<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td>Explain the difference between Representation by Population and Equal Representation. Which side did each of these people support: a) George Brown b) George-Etienne Cartier c) John A Macdonald</td>
<td>Imagine you are one of the following people: George Brown, George-Etienne Cartier, or John A Macdonald. Write a short speech to explain your position on the representation issue.</td>
<td>Imagine you are John A. Macdonald. Write a letter to both George Brown and George-Etienne Cartier explaining your position on the representation issue. Write two replies to the letter; one from Brown and one from Cartier.</td>
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### Grade 8 Geography: World Human Patterns

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<tbody>
<tr>
<td>21 040 km²</td>
<td>Area</td>
<td>41 532 km²</td>
</tr>
<tr>
<td>6 948 973</td>
<td>Population</td>
<td>16 407 491</td>
</tr>
<tr>
<td>26.1</td>
<td>Birth rate per 1000</td>
<td>11.1</td>
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<tr>
<td>5.6</td>
<td>Death rate per 1000</td>
<td>8.7</td>
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<tr>
<td>67.5</td>
<td>Infant mortality per 1000</td>
<td>5.1</td>
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<tr>
<td>-3.5</td>
<td>Net migration</td>
<td>2.8</td>
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</table>

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<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td>Calculate the following for Country A and Country B: 1) Population density = Population / Area in km² 2) Natural Increase Rate = Birth rate – Death rate 3) Population change = Natural increase + Net Migration</td>
<td>Using the chart above, calculate the following for each country: 1) Population density 2) Natural Increase Rate 3) Overall population change</td>
<td>Use the information in the chart above to explain which country is more likely to be in need of humanitarian aid from other countries. What kinds of assistance may they need?</td>
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</table>

Which country is a developed country and which is a developing country? Explain your choices.
### Grade 5 Social Studies: Early Civilizations

*The homes of Ancient Greece were influenced by the environment*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
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<tbody>
<tr>
<td>Create a Venn diagram that compares your home to a home in Ancient Greece.</td>
<td>Write a paragraph describing how the environment in Ancient Greece influenced the way they built their homes. Use examples.</td>
<td>What problems might you encounter if you and your home were transported back in time to Ancient Greece?</td>
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</table>

### Grade 4 Science: Pulleys and Gears

*Gears in everyday life*

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<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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</thead>
<tbody>
<tr>
<td>Give two examples where a gear system is used in everyday life. Include a sketch of one of the examples.</td>
<td>If you were riding a bicycle up a hill, would you use high gear or low gear? Explain why, including sketches to support your answer.</td>
<td>Use an example of a gear system used in everyday life to explain what you have learned about gears. Include sketches to support your answer.</td>
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</table>

### Grade 3 Social Studies: Early Settlers

*Occupations of People in a Pioneer Settlement*

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td>List 5 pioneer jobs. Write a sentence about what each person would do.</td>
<td>Choose one job that Early Settlers had that we still have today. Explain how the job is the same now as it was then and how it is different.</td>
<td>Choose one job that the Early Settlers had that we still have today. Was the job more important to the pioneers than it is to us? Explain how you know.</td>
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</table>

### Intermediate: Language Tiers

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 2-3 years below expected reading level</td>
<td>Reading within one ear of expected reading level</td>
<td>Reading 2-3 years above expected reading level</td>
</tr>
<tr>
<td>Familiar story or author (e.g. Grimm’s Fairy Tales)</td>
<td>Unfamiliar story or author (e.g. Greek or Roman Myths)</td>
<td>Unfamiliar culture or era (e.g. Norse legends)</td>
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<tr>
<td>Illustrated Classics/Graphic Novel Adaptations</td>
<td>Abridged Classics</td>
<td>Original Classics</td>
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<tr>
<td>Magazine article</td>
<td>Textbook article</td>
<td>Professional Journal Article</td>
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<tr>
<td>Book Activities</td>
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<tr>
<td>Color a new book cover for your book on paper. Write the title and the author’s name on your cover.</td>
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<td>Read your favorite part of the book to a friend.</td>
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<tr>
<td>Make a puppet of the most important character in the story.</td>
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<tr>
<td>Draw and color a picture of where the story happened.</td>
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<tr>
<td>Write two questions about the story to ask a friend.</td>
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<tr>
<td>Draw and color a picture of the important part of the story.</td>
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</table>
### Canada’s Provinces, Territories, and Regions

Guidelines: Choose 3 in a row (vertical, horizontal, or diagonal) to complete. Creativity in presentation is encouraged!

<table>
<thead>
<tr>
<th>Choose three products that come from three different provinces in Canada. Draw a map that shows where each product comes from and how each product gets to your home.</th>
<th>Create a brochure encouraging tourists to visit one area of Ontario. Include activities that tourists to the area could participate in because of the landforms and natural resources (e.g. skiing in the mountains). Also include a map showing where the area is located.</th>
<th>Research how technology affects the lives of people in an isolated community in Canada. Create a Smart Notebook presentation about how technology has changed their lives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a picture dictionary with entries for the following words: region, Canadian Shield, Great Lakes lowlands, province, capital, territory, natural resources, grid, boundaries, physical features, cordillera, Arctic lowlands, Hudson Bay lowlands, interior plains. Make sure each definition is in your own words.</td>
<td><strong>Free Choice: Must be outlined on a proposal form and approved before beginning work.</strong></td>
<td>Create a pro and con chart that shows the effects of fishing in the Great Lakes.</td>
</tr>
<tr>
<td>Water is one of Ontario’s major natural resources. Write a short story that shows all the ways life would be different in Ontario if the Great Lakes disappeared.</td>
<td>Write and perform a song to help students remember Canadian provinces and capitals.</td>
<td>Create a scrapbook of the provinces and territories of Canada. Each province/territory needs information about the region where it is located, important physical characteristics, products created in that province, and important cities or towns in that province.</td>
</tr>
</tbody>
</table>

Adapted by S. Drummond from *Differentiating Instruction with Menus* by Laurie E. Westphal
# Author Study

Guidelines: Choose 3 in a row (vertical, horizontal, or diagonal) to complete. Creativity in presentation is encouraged!

<table>
<thead>
<tr>
<th>Create a three-dimensional timeline of the significant events in your author’s life that led to his or her career in writing.</th>
<th>Write an original play in which at least three different characters from three different books by your author meet and have an adventure.</th>
<th>Chapters Books is taking nominations for Best Author. Create a nomination video for your author, explaining why you feel they deserve the honour.</th>
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</thead>
<tbody>
<tr>
<td>Create a bulletin board display about your author and other authors that you feel have a similar vision or purpose. Your display should focus on the similarities between your author and the others you have chosen.</td>
<td><strong>Free Choice: Must be outlined on a proposal form and approved before beginning work.</strong></td>
<td>Create a Twitter™ or Facebook™ newsfeed for one of the characters in a book by your author. Include comments, photos, and links that would be shared by that character and his or her friends (i.e. the other characters in the author’s work).</td>
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<tr>
<td>After reading different works written by your author, compose a letter that shares your feelings about his or her specific works and what you felt your author’s purpose was when writing each. Locate the address of your author’s publisher and send the letter to your author.</td>
<td>Consider the events in your author’s life that have had the greatest impact on his or her works and writing style. Write a newspaper article about the life and writing career of your author.</td>
<td>Choose another author whom you feel writes in a way similar to your author. Create a PowerPoint or Smart Notebook presentation that shows similarities in his or her choice of characters, themes, plots, and purpose.</td>
</tr>
</tbody>
</table>

Adapted by S. Drummond from *Differentiating Instruction with Menus* by Laurie E. Westphal
<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Trigger Words</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYNTHESIS</td>
<td>Re-form individual parts to make a new whole</td>
<td>Compose, Design, Invent, Create, Hypothesize,</td>
<td>Lesson Plan, Song, Poem, Story, Ad, Invention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Construct, Forecast, Rearrange parts, Imagine</td>
<td></td>
</tr>
<tr>
<td>EVALUATION</td>
<td>Judge value of something vis-à-vis criteria</td>
<td>Judge, Evaluate, Give opinion, Viewpoint, Prioritize, Recommend, Critique</td>
<td>Decision, Rating, Editorial, Debate, Critique, Defense/Verdict</td>
</tr>
<tr>
<td></td>
<td>Support judgment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>Understand how parts relate to a whole</td>
<td>Investigate, Classify, Categorize, Compare, Contrast, Solve</td>
<td>Survey, Questionnaire, Plan, Solution, Report, Prospectus</td>
</tr>
<tr>
<td></td>
<td>Understand structure and motive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note fallacies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Transfer knowledge learned in one situation to another</td>
<td>Demonstrate, Use guides, maps, charts, etc, Build, Cook</td>
<td>Recipe, Model, Artwork, Demonstration, Crafts</td>
</tr>
<tr>
<td>COMPREHENSION</td>
<td>Demonstrate basic understanding of concepts and curriculum</td>
<td>Restate, Give examples, Explain, Summarize, Translate, Show symbols, Edit</td>
<td>Drawing, Diagram, Response to question, Revision</td>
</tr>
<tr>
<td></td>
<td>Translate to other words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td>Ability to remember something previously learned</td>
<td>Tell, Recite, List, Memorize, Remember, Define, Locate</td>
<td>Workbook pages, Quiz, Test, Exam, Vocabulary, Facts in Isolation</td>
</tr>
</tbody>
</table>

From *Teaching Gifted Kids in the Regular Classroom* by Susan Winebrenner
**Bloom’s Tic-Tac-Toe Menu**

Directions: Choose activities in a tic-tac-toe design. When you have completed the activities in a row—horizontally, vertically, or diagonally—or in the 4 corners, you may decide to be finished. Or you may decide to keep going and complete more activities. Star the activities you plan to complete. Color in the box when you finish the activity.

<table>
<thead>
<tr>
<th>Collect</th>
<th>Teach</th>
<th>Draw</th>
<th>Judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts or ideas which are important to you.</td>
<td>A lesson about your topic to our class. Include as least one visual aid.</td>
<td>A diagram, map or picture of your topic.</td>
<td>Two different viewpoints about an issue. Explain your decision.</td>
</tr>
<tr>
<td>(Knowledge)</td>
<td>(Application)</td>
<td>(Synthesis)</td>
<td>(Evaluation)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Photograph</th>
<th>Demonstrate</th>
<th>Graph</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videotape, or film part of your presentation.</td>
<td>Something to show what you have learned.</td>
<td>Some part of your study to show how many or how few.</td>
<td>An original poem, dance, picture, song, or story.</td>
</tr>
<tr>
<td>(Synthesis)</td>
<td>(Application)</td>
<td>(Analysis)</td>
<td>(Synthesis)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dramatize</th>
<th>Survey</th>
<th>Forecast</th>
<th>Build</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something to show what you have learned.</td>
<td>Others to learn their opinions about some fact, idea, or feature of your study.</td>
<td>How your topic will change in the next 10 years.</td>
<td>A model or diorama to illustrate what you have learned.</td>
</tr>
<tr>
<td>(Synthesis)</td>
<td>(Analysis)</td>
<td>(Synthesis)</td>
<td>(Application)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Create</th>
<th>Memorize</th>
<th>Write</th>
<th>Compare</th>
</tr>
</thead>
<tbody>
<tr>
<td>An original game using the facts you have learned.</td>
<td>And recite a quote or a short list of facts about your topic.</td>
<td>An editorial for the student newspaper or draw an editorial cartoon.</td>
<td>Two things from your study. Look for ways they are alike and different.</td>
</tr>
<tr>
<td>(Synthesis)</td>
<td>(Knowledge)</td>
<td>(Evaluation)</td>
<td>(Analysis)</td>
</tr>
</tbody>
</table>
Change the Kind of Materials

Many gifted students are reading two or more years beyond grade level. Although they may be able to read advanced texts, sometimes the content is not appropriate. It can be a challenge to find age-appropriate content in books that are sophisticated in language and structure.

Strategies for changing the kinds of materials

*Use Different Resources:* Gifted children in K-2 may be reading simple chapter books. In grades three to five, they may be ready to move onto longer novels, and will use books to gather information about topics independently. In the intermediate grades, students may be reading adult novels or the classics. The appropriateness of the content must be monitored.

*Previewing Resources:* Primary students can assist the teacher in finding materials to read to the class while working on their critical literacy skills. Choose three books on a topic being studied by the class. Explain that we only have time to read one of these books to the class. Have the student read the book and explains to the teacher (either orally or in writing) which book should be read to the class and justifies their choice.

*Check for Understanding:* A voracious reader should be allowed to enjoy books without completing long writing assignments each time they read something independently. Checks for comprehension, like Countdown cards, Exit Passes, or a short book review provide a quick assessment tool without being an onerous task.
Name: ___________________

**Non-fiction Countdown Card**

3 things I didn’t know before

2 things I still have questions about

1 thing that made me think

Name: ___________________

**Fiction Countdown Card**

3 words I should use in my own writing

2 deliciously descriptive phrases

1 sentence that made me think
Great books for Gifted Readers

Kindergarten – Grade 2

Michael Chesworth - Archibald Frisby
D.M. Schwartz - How Much Is A Million?
Chris van Allsburg - The Z Was Zapped
Jay Williams - The Practical Princess
Nina Laden - When Pigasso Met Mootisse
Cathi Hepworth - Antics!
David Wiesner - The Three Pigs
Peggy Parish - Amelia Bedelia
Margery Williams - Velveteen Rabbit
Bill Peet - Chester The Worldly Pig
Ted Staunton - Maggie and Me

Jon Scieszka - The True Story of the Three Little Pigs
Mary Rayner - Mr. & Mrs. Pig’s Evening Out
D.J. Sobol – Encyclopedia Brown: Boy Detective
Magic School Bus
Barbara Park - Junie B. Jones
Geronimo Stilton
Kevin Henkes – Crysanthamum
Paul Fleischman – Westlandia
Barbara Kerley – The Dinosaurs of Waterhouse Hawkins

Grades 3 – 5

Lloyd Alexander - The Book of Three
Barbara Park - Skinnybones
Roald Dahl - Matilda
Norton Juster - The Phantom Tollbooth
C.S. Lewis - The Chronicles of Narnia
Madeleine L’Engle - A Wrinkle In Time
Betsy Byers - Summer of the Swans
Eric Wilson - The Ghost of Lunenburg Manor
Judy Blume - Otherwise Known As Sheila The Great
Scott O’Dell - The Black Pearl

Gary Paulsen - Hatchet
J.K. Rowling - Harry Potter series
Kenneth Oppel - Silverwing
J.D. Fitzgerald – The Great Brain
L. Fitzhugh – Harriet, The Spy
E.L. Konisburg – From the Mixed Up Files of Mrs. Basil E. Frankweiler
E. Raskin – The Westing Game
Ruby Bridges - Through my Eyes
David J. Smith – If the World Were a Village
Grade 6 - 8

Isaac Asimov - I, Robot
Avi – The True Confessions of Charlotte Doyle
Margaret Atwood - The Penelopeid
Ray Bradbury - The Martian Chronicles
Arthur Conan Doyle - The Adventures of Sherlock Holmes
Andreas Schroeder - Scams
Lois Lowry - The Giver
Suzanne Martel - Robot Alert
Mark Twain - The Prince and the Pauper
John Christopher - The White Mountains
Susan Cooper - The Dark Is Rising
Carol Matas - After The War
Elie Wiesel - Night
J.R.R. Tolkein - The Hobbit, The Lord of the Rings
James Harriot – All Creatures Great and Small
Brian Jacques – Redwall Series
Orson Scott Card – Ender's Game
Avi – Nothing but the Truth: A Documentary Novel
C.P. Curtis - Bud, Not Buddy
Jean Craighead George – Julie of the Wolves
M. Taylor – Roar of Thunder, Hear My Cry
Tom Henighan – Mercury Man
Graham Salisbury - Under the Blood-Red Sun
Monica Hughes – The Guardian of Isis
Jeanne Wakatsuki Houston & James D. Houston – Farewell to Manzanar
Suzanne Fisher Staples – Shabanu, Daughter of the Wind
Virginia Hamilton – The House of Dies Drear
Ann Frank – Diary of a Young Girl
Daniel Keys – Flowers for Algernon
Carolyn Meyer – Drummers of Jericho
G. Neri – Chess Rumble
Jon Agee – Palindromania
Jordan Sonnenblick – Drums, Girls, and Dangerous Pie
Leslie Connor – Waiting for Normal
Laurie Halse Anderson – Fever 1793
Siobhan Dowd – The London Eye Mystery
Trenton Lee Stewart – The Mysterious Benedict Society
Mark Walden - H.I.V.E : The Higher Institute for Villainous Education
Conor Kostick – Epic
Mark Haddon – The Curious Incident of the Dog in the Night-time
Homer – The Odyssey
Resources

http://www.lkdsb.net/enrichment1

http://www.fcpsteach.org/gt_renzulli/

http://daretodifferentiate.wikispaces.com/Choice+Boards

Email Sharon Drummond (drummosh@lkdsb.net) or Laurie Brownlee (brownlla@lkdsb.net) for suggestions, ideas, and resources