



GIFTED AND TALENTED SERVICE NEWSLETTER

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"I can't change the direction of the wind, but I can adjust my sails to always reach my destination."

-Jimmy Dean



DIGGING DEEP

In my last issue we took a look at the 5 overexcitabilities of giftedness (OE). Here is a quick review:

- intellectual – a *deep* passion to learn about specific topics
- imaginal – possessing a rich imaginal world
- sensory – having one or more heightened senses
- emotional – an unusually large range of emotions
- psychomotor – an excess of physical energy

There are two sides to every coin and two sides to an OE. It is our job as educators to make sure we dig deep to find the positive and bring out the potential in our students.

HEADS OR TAILS?

Whether you believe that heads or tails is the lucky side of a penny, a gifted student's overexcitabilities may provide you, and them, with a little luck on some things. For example, their overexcitability may enable them to:

- Create detailed replicas with Legos or other materials
- Design video games within Minecraft
- Self-teach concepts of interest
- Maintain a high level of focus when engaged

However, the other side of the coin often leads to misconceptions that will hinder a student's potential.

That fidgety kid constantly interrupting class really may have a great deal of untapped potential. So what can you do?

- Pre-assessment can prevent many issues – physical movements become worse with boredom...if they know it move on.
- Avoid asking them to contain their energy – quick breaks are great for all your students
- The option to stand rather than sit is a quick fix
- A stress ball or squeeze toy will help with some energy control
- Look for creative outlets that are not disruptive
- Help them adapt – make them part of the team rather than a problem that needs fixed
 - Teach them to recognize when they are dealing with an OE and give you a signal
- Know you can't fix it, but you CAN help them learn to self-manage, cope, and understand so they learn to work *with* their OE and reach their potential.

Check out this quick 1 min. video on OE. (Click the black box to play)



CREATE LEARNING EXCITEMENT WITH HALLOWEEN

Whether you are looking for entire passages, short excerpts, or video clips, below are some perfect editions to bring some high quality literature into the classroom. (Most of these are more suited towards middle and high school). Consider some of these as **anchor activities** for you gifted students in any content class.

Short Stories

Edgar Allan Poe's [*The Tell Tale Heart*](#) is short enough to print on one sheet of paper. You'll find many other Poe short stories at the same link. Click [here](#) for lesson ideas using [*The Raven*](#) by Poe.

From Arthur Conan Doyle, of Sherlock Holmes fame, [*The Horrors of the Heights*](#) is a supernatural tale involving a pilot trying to reach an altitude past 30,000 feet (~6,500 words).

W.W. Jacobs' [*The Monkey's Paw*](#), a classic quick read about the unintended consequences of wishes. I could see this being a great starting point for [remix stories](#).

Finally, The Brothers Grimm's [*Hansel and Gretel*](#) seems somewhat appropriate for Halloween. There are many other Grimm stories available at the same link.

Longer Stories

Irving Washington's classic [*The Legend of Sleepy Hollow*](#), familiar to many students because of the Disney cartoon.

Arthur Conan Doyle's Sherlock Holmes story: [*The Adventure of the Speckled Band*](#) builds Halloween-like suspense.

Robert Louis Stevenson's [*Dr Jekyll and Mr. Hyde*](#) is a complex and spooky classic. And here's a [Scholastic study guide](#) to go with it.

And if you want full length novels, you've got such classics as:

- Bram Stoker's [*Dracula*](#)
- Mary Shelley's [*Frankenstein*](#)
- H.G. Well's [*The Invisible Man*](#)

A Radio Drama

Orson Welles' [*The Hitchhiker*](#) performed as a radio play. Great suspenseful build up. Starts about three minutes in. This story was also made into an episode of [*The Twilight Zone*](#).

Resource: www.byrdseed.com



CHARACTERS DRESSED AS CHARACTERS

Students can study and draw parallels of character's traits, accomplishments, etc. with this fun activity taken from www.brydseed.com.

1. Students describe two characters and how they connect. (i.e. – Wolverine and Hans Solo)
2. Students identify who should dress up in costume and why. (i.e. – Wolverine could dress as Hans Solo because both a good guys who are not afraid to break the rules.

3. Bonus: Have the students turn their idea into pictures.
Or

Have students randomly name characters and try to create connections. This can be from movies, books, theater, etc.

Other examples: Dr. House and Sherlock Holmes, Cat in the Hat and Captain Jack Sparrow, and Brain (from [*Hatchet*](#)) and Batman.

To see more details and explanation go to:

<http://www.byrdseed.com/halloween-characters-dressed-as-characters/?icn=srs>



READY TO USE MATERIALS/RESOURCES

- [“Ask Essential Questions to Inspire Lifelong Learning”](#) discusses why and what EQ’s are. As well as tricks for writing them and samples.
- [The Essential Questions Handbook](#). Download this document for ready-made EQ’s for science, social studies, language, and math. Broken into “Big Ideas” with enduring understandings and vocabulary. Great resource!
- [The Miniature Guide to the Art of Asking Essential Questions](#). This resource gives great ideas for incorporating EQ’s in the classroom. Great high school resource!
- [Question Matrix](#). A great tool for you or give it to your students to create their own questions.
- Print these for an *easy resource* to challenge all students! Tier 1 (easier) and Tier 2 (more challenging) **thinking prompts** in all 4 core areas.
 - <http://tebbe.weebly.com/di.html> - located under the DI tab and Newsletters
- Teach your students about **perseverance** and **grit** with this [lesson](#). (Teacher directions [here](#)). Grades 3-12.
- More lessons on perseverance [here](#). K-5. Includes a resource list for books.

HOW MIGHT CURIOSITY REPLACE THE FEAR OF THE UNKNOWN?

You can stimulate curiosity in your classroom with essential questions (EQ). EQ’s will:

1. Focus the student’s attention to instruction and will also help keep lessons on focused on key concepts and issues.
2. Promote growth of critical thinking, creativity, problem-solving, and higher level thinking skills.
3. Move students beyond simple consumers of information to being producers of information.
4. Challenge beliefs and ideas
5. Create connections between ideas
6. Enhance curiosity
7. Be thought-provoking and intellectually engaging
8. Require support and justification, not just an answer
9. Encourage perseverance and grit
10. Take your students to the next level of learning and mastery of your content.

Don’t recreate the wheel, there are a great deal of resources already available for you to use to incorporate essential questioning your classroom. The fastest and easiest place to start is [here](#). The Pennsylvania DOE provides EQ’s for all subjects K-12. You just need to select your grade level or course. Not every standard has an EQ listed; however, you will be off to a great start with this resource.

Post it on the board at the beginning of a lesson or unit and let the discussion start. Refer back to the question during the lesson(s) and at the end to see how their answers change and evolve as they learn. Remember to accept all answers that can be supported. Your job is to facilitate during this. Let the students talk, discuss, share, and explore. It will take time for them to develop this skill so be patient.