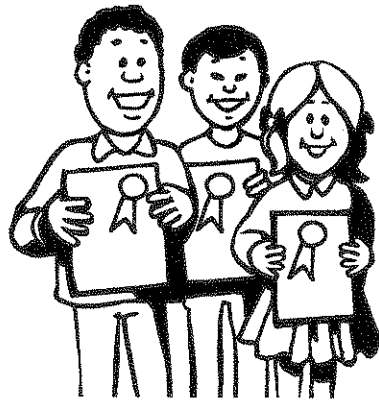


MOTIVATING GIFTED LEARNERS THROUGH EXTENSION MENUS AND COMPACTING



Presented By:

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Recognizing the Characteristics of Gifted Children

ERIC Clearinghouse on Handicapped and Gifted Children (1985) cites three types of characteristics of gifted children: general behavioral, learning, and creative characteristics.

Student Name: _____ **Completed by:** _____ **Date:** _____

I. General Behavior Characteristics

Gifted children's behavior differs from that of their age-mates in the following ways:

- Reads with comprehension of the nuances of language
- Reads widely, quickly, and intensely and has a large vocabulary
- Learns basic skills better, more quickly, and with less practice
- Able to construct and handle abstractions
- Can often pick up and interpret nonverbal cues and can draw inferences that other children need to have spelled out for them
- Seeks the "hows" and "whys."
- Can work independently and can concentrate for longer periods
- Interests can be both wildly eclectic and intensely focused
- Often has seemingly boundless energy, which sometimes leads to a misdiagnosis of hyperactivity
- Usually responds and relates well to parents, teachers, and other adults; may prefer the company of older children and adults to that of their peers
- Likes to learn new things, is willing to examine the unusual, and is highly inquisitive
- Tackles tasks and problems in a well-organized, goal-directed, and efficient manner
- Exhibits an intrinsic motivation to learn, find out, or explore and are often very persistent



II. Learning Characteristics

- Shows keen powers of observation and a sense of the significant; has an eye for important details
- Reads a great deal on his/her own, preferring books and magazines written for children older than they are
- Takes great pleasure in intellectual activity
- Has a well-developed power of abstraction, conceptualization, and synthesis
- Readily sees cause-effect relationships
- Often displays a questioning attitude and seeks information for its own sake as much as for its usefulness
- Is often skeptical, critical, and evaluative and/or quick to spot inconsistencies
- Has a large storehouse of information about a variety of topics, which he/she can recall quickly
- Readily grasps underlying principles and can often make valid generalizations about events, people, or objects
- Quickly perceives similarities, differences, and anomalies
- Often attacks complicated material by separating it into components and analyzing it systematically



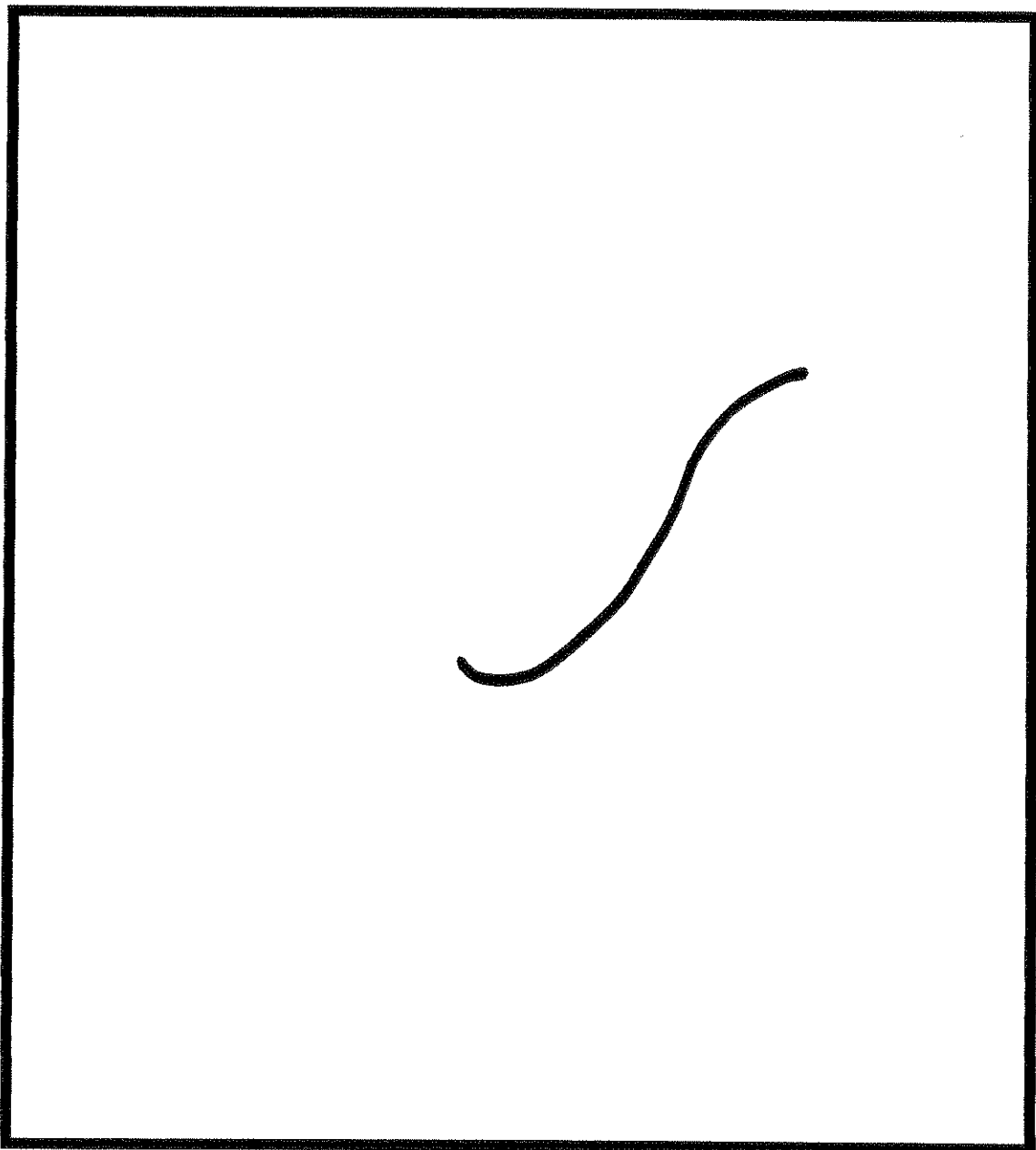
III. Creative Characteristics

- Is a fluent thinker; able to generate possibilities, consequences, or related ideas
- Is a flexible thinker, able to use many different alternatives and approaches to problem solving
- Is an original thinker, seeks new, unusual, or unconventional associations and combinations among items of information
- Sees relationships among seemingly unrelated objects, ideas, or facts
- Is an elaborate thinker, producing new steps, ideas, responses, or other embellishments to a basic idea, situation, or problems
- Willing to entertain complexity and seems to thrive on problem solving
- Is a good guesser and can readily construct hypotheses or "what if" questions
- Is aware of his/her own impulsiveness and irrationality, and shows emotional sensitivity
- Is extremely curious about objects, ideas, situations, or events
- Often displays intellectual playfulness and like to fantasize and imagine
- Can be less intellectually inhibited than his/her peers are in expressing opinions and ideas, and he/she often disagrees spiritedly with others' statements
- Is sensitive to beauty and/or is attracted to aesthetic values

Name _____

Squiggle Art

**Draw a picture in this box using the squiggle(s) as a part of it.
Be creative and use colors to complete your picture.**



Name _____

MENU ACTIVITIES

TOPIC: _____

BLOOM'S TAXONOMY ACTION WORDS

Knowledge	Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write
Comprehension	Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell
Application	Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use
Analysis	Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate
Synthesis	Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite
Evaluation	Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select

Name _____

BLOOM'S MENU ACTIVITIES

Topic: Weather

Assignment: _____ boxes are to be completed by _____
(due date)

<p>#1 KNOWLEDGE</p> <p>Compile a glossary of weather terms, along with their definitions and an illustration for each</p>	<p>#2 COMPREHENSION</p> <p>Using your own words, explain each of the following weather concepts: Hydrologic Cycle, Beaufort Scale, and Coriolis Effect. Your explanation can be in oral or written format</p>	<p>#3 COMPREHENSION</p> <p>Using your own words, describe how clouds form. Your explanation can be in either oral or written format</p>
<p>#4 APPLICATION</p> <p>Construct 4 different cloud formations using art supplies. Label each: High cloud types, middle cloud types, low cloud types, clouds through all levels</p>	<p>#5</p> <p>FREE CHOICE</p> <p>You may select a way to show what you have learned about weather</p>	<p>#6 ANALYSIS</p> <p>Compare and contrast weather instruments used by meteorologists to make weather predictions. Include barometer, anemometer, wind vane, rain gauge, hygrometer</p>
<p>#7 EVALUATION</p> <p>Determine which geographic region of the world has the best weather conditions on a regular basis. Be able to defend your position. You will be presenting your findings.</p>	<p>#8 SYNTHESIS</p> <p>In ancient time, people invented stories to explain natural phenomena such as weather conditions. Compose a story that explains the falling of hail. Illustrate your tale.</p>	<p>#9 SYNTHESIS</p> <p>Compose an original song or poem from a cloud's point of view. In it, include aspects of weather that you have learned</p>

Name _____

BLOOM'S MENU ACTIVITIES

Story: _____

Assignment: _____ boxes are to be completed by _____
(due date)

<p>#1 KNOWLEDGE</p> <p>Make a time line of the major events in the story</p>	<p>#2 COMPREHENSION</p> <p>Predict what would happen in the sequel to this story</p>	<p>#3 APPLICATION</p> <p>Write and perform a play based on the main idea of this story</p>
<p>#4 APPLICATION</p> <p>Write about how this story applies to your own life</p>	<p>#5 ANALYSIS</p> <p>Compare parts of this story to another one you have read. How are they similar? How are they different?</p>	<p>#6 EVALUATION</p> <p>Write a review of this story. Would you recommend it to others? Why or why not?</p>
<p>#7 EVALUATION</p> <p>Give your opinion about 2 characters in the story. Include an explanation of why you have these opinions</p>	<p>#8 SYNTHESIS</p> <p>Imagine that you are a character in this story. Compose a song that you would sing to another character in the story</p>	<p>#9 SYNTHESIS</p> <p>Invent something that would have been useful to one of the characters in the story</p>

Multiple Intelligences Project and Activity Ideas

Verbal / Linguistic

- Conduct an experiment
- Create audio tapes
- Write letters, stories, essays, poems
- Give oral presentations
- Play word games
- Create a slogan
- Tape a TV or radio show
- Present a news report

Logical/Mathematical

- Conduct an experiment
- Solve logic problems or puzzles
- Analyze data
- Create a time line
- Study trends and patterns
- Compute or calculate
- Create puzzles or brain teasers

Visual / spatial

- Create a mural
- Make a map
- Create a cartoon
- Design the floorplan of a building
- Make a Powerpoint presentation
- Create a brochure
- Create graphic organizers
- Make a photo album or collage

Naturalist

- Plan a journey
- Create an environmental campaign
- Prepare a survival kit
- Perform a science experiment
- Role-play an explorer
- Adopt an animal and take care of it
- Observe, discover, and report data

Bodily / Kinesthetic

- Perform as an actor or actress
- Role-play
- Make a board game
- Use physical skills
- Make a model
- Perform a movement pattern
- Put together a puzzle
- Spell words using body

Musical/Rhythmic

- Create or compose a musical collection
- Use music to communicate
- Alter the words to a song
- Compose a musical selection or tune
- Design an instrument
- Study a composer
- Create a musical game or rhythmic chant

Intrapersonal

- Keep a journal
- Set goals for yourself
- Do a self-evaluation
- Work independently
- Prepare an autobiography
- Express your view on an issue

Interpersonal

- Plan an event
- Conduct a survey or interview
- Work with a group
- Assist someone in learning (cross-age and peer tutoring)
- Get to know another viewpoint
- Lead a committee
- Use think-pair-share

Timeline: _____

Topic or Area of Study:

Verbal Linguistic	Logical / Mathematical	Visual/ Spatial	Bodily/ Kinesthetic	Naturalist	Interpersonal	Intrapersonal	Musical / Rhythmic

Name _____

Multiple Intelligences MENU ACTIVITIES

TOPIC: _____

Assignment: _____ boxes are to be completed by _____
(due date)

<p>#1</p> <p>Change words to an existing song so that it teaches something about your topic</p>	<p>#2</p> <p>Develop a game about your topic for others to play</p>	<p>#3</p> <p>Create a PowerPoint presentation or a video about your topic</p>
<p>#4</p> <p>Write and perform a skit or play about your topic</p>	<p>#5</p> <p>FREE CHOICE</p> <p>Create your own activity about your topic</p>	<p>#6</p> <p>Research and find local/global environmental concerns related to your topic</p>
<p>#7</p> <p>Conduct an "interviewing others" research project related to your topic. Calculate results as percentages</p>	<p>#8</p> <p>Explain why you wanted to study this topic and set a goal stating how you will continue your study in the future</p>	<p>#9</p> <p>Write or give a news report on your topic</p>

Name _____

MENU ACTIVITIES

TOPIC: Space

Assignment: _____ boxes are to be completed by _____
(due date)

<p>#1</p> <p>Write a short story that takes place on a planet</p>	<p>#2</p> <p>Write a national anthem for one of the planets</p>	<p>#3</p> <p>Graph the distances of planets from the sun</p>
<p>#4</p> <p>Make a model of the solar system</p>	<p>#5</p> <p>FREE CHOICE</p> <p>Create your own space activity</p>	<p>#6</p> <p>Create a sport that would be popular in space (no gravity)</p>
<p>#7</p> <p>Create a survival kit to survive on a planet of your choosing</p>	<p>#8</p> <p>Plan a space trip with a partner. Report to the class all of the details</p>	<p>#9</p> <p>Describe how you would feel if you were the first student in space</p>

Product Choice Menu

Video / Audio recording

Pamphlet

Collage

Comic strip/comic book version

Diagram

Flow chart

Website

Poster

TV program

Debate or panel discussion

Editorial

Essay

Experiment

Family Tree

Interview

Journal or Diary

Letter to the Editor

Newspaper

Oral Report

Simulation Game

Song lyrics

Story or poem

Puppet Show

Position Paper

Dramatization

Press Conference

PowerPoint Presentation

Advertisement

Acting it out / play or skit

Song or rap

Model

Flip Book

Game

Game Show

Project Cube

Trip Itinerary

Brochure

Teach a lesson

Survey

Mobile

Reader's Theater

Demonstration

Photo album / Photo essay

Artwork related to study

Scrapbook

Written report

Greeting Card

How-to book

Sculpture

Hyperstudio or other Multi-Media Presentation

Filmstrip

Illustrated Manual

Exhibit

Write letter to the author

Mystery

Write a different ending

Graphic Organizer

Magazine

Map

Mural

Political Cartoon

Commercial

Make a speech

Talk show

Other choices:



Name _____

MENU ACTIVITIES

TOPIC: _____

Assignment: _____ boxes are to be completed by _____
(due date)

#1	#2	#3
#4	#5	#6
#7	#8	#9









Name _____



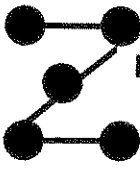

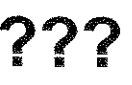
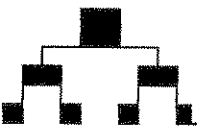


DEPTH AND COMPLEXITY MENU ACTIVITIES



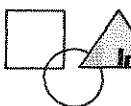
TOPIC: _____

Assignment: _____ boxes are to be completed by _____
(due date)

Product Choice: I will share my information through a _____

<p>#1</p> <p>Identify and describe the PATTERNS that are involved</p> 	<p>#2</p> <p>Note TRENDS that are evident</p> 	<p>#3</p> <p>Pose UNANSWERED QUESTIONS related to this study</p> <p>???</p>
<p>#4</p> <p>Share RULES that exist. Note structures and/or ordering systems</p> 	<p>#5</p> <p>Explain the ETHICS involved</p> 	<p>#6</p> <p>State the BIG IDEA of this study</p> 
<p>#7</p> <p>Note elements of CHANGES OVER TIME</p> 	<p>#8</p> <p>Describe the MULTIPLE PERSPECTIVES and different points of view</p> 	<p>#9</p> <p>Show any INTERDISCIPLINARY RELATIONSHIPS that exist</p> 

Name:		4	3	2	1	SCORE	N/A
SCORING RUBRIC	 Language of the Disciplines	Clearly identifies and defines significant vocabulary terms critical to the study	Somewhat identifies vocabulary that is important to the content	Vocabulary and terms are poorly selected and/or weakly defined	There is inaccurate and/or terms not related to this topic		<input type="checkbox"/>
	 Details	Describes specific parts or factors significant to this study. Choice of details are strong.	Attributes are written accurately, but some are not highly significant	Details are poorly selected and do not relate to the task	Details are inaccurate and inappropriate to purpose		<input type="checkbox"/>
	 Patterns	Identifies multiple, significant patterns showing that elements reoccur and/or repeat	Identifies some patterns, that are significant to this study	Pattern identification is poor	Work pays little or no attention to patterns		<input type="checkbox"/>
	 Trends	Shows a strong understanding of how trends can cause change	Shows some evidence of being able to identify trends	Shows some confusion as to what constitutes a trend	There is no evidence of trends in the work		<input type="checkbox"/>
	 Unanswered Questions	Questions are thought-provoking and consider unclear ideas or unavailable information	Questions are relevant and interesting	Questions are somewhat unrelated to the topic	Questions show little thought and are mainly literal		<input type="checkbox"/>
	 Rules	Structures and/or ordering systems are clearly defined	There is some understanding of rules and structure	Rules are poorly defined. It is unclear how the rules connect	There is little or no evidence of rules present		<input type="checkbox"/>
	 Ethics	Ethics is clearly defined and stated. controversies and/or different points of view are discussed	Some strong ethical considerations are indicated briefly	Ethics is evident, however, arguments are not accurate or relevant	Ethics is not a part of the work		<input type="checkbox"/>
	 Big Ideas	There is a strong generalization or theory made for this study	There is some evidence of a big idea, however it is being confused with a main idea	The big idea is weakly stated	The big idea that is stated in this work is a detail		<input type="checkbox"/>

 Changes Over Time	Work shows how elements are related in terms of the past, present, and future	There are some time connections made, but their significance is unclear	Changes over time are not clearly stated	There is no link among the past, the present, and/or the future		<input type="checkbox"/>
 Different Perspectives	It is clear that there are different viewpoints in this study. Points of view are described	Some different viewpoints are indicated. Points of view are somewhat described	Both points of view are not stated. Ideas are fragmented	There is little or no evidence of different perspectives or viewpoints		<input type="checkbox"/>
 Interdisciplinary Relationships	Significant and meaningful connections are made to other areas	A few connections are made to other areas. Some are meaningful	There is evidence one connection to a different discipline	There are no connections to other areas		<input type="checkbox"/>

Total _____

Name _____

MENU ACTIVITIES

TOPIC: Biography Study

Assignment: _____ boxes are to be completed by _____

(due date)

<p>Compare/Contrast this person to 2 others living at a different time</p>	<p>Write a poem about this person's life</p>	<p>Write a song or series of songs to illustrate 6 major events in this person's life</p>
<p>Create a frame using 4 icons of depth and complexity related to this person's life. Include an illustration.</p>	<p>BIOGRAPHY STUDY ON _____</p>	<p>Read a biography, an article, and a story on this person. Create a poster comparing these versions.</p>
<p>Answer 4 unanswered questions about this person's life. You may use the Internet and other resources.</p>	<p>Create a timeline with 15-20 major events from this person's life.</p>	<p>Draw or paint a portrait of this person and add famous quotes that he/she said.</p>

Name _____

MENU ACTIVITIES

TOPIC: _____

Assignment: _____ boxes are to be completed by _____
(due date)

Menu Choice # 1	Menu Choice # 2	Menu Choice # 3
-----------------	-----------------	-----------------

MENU ACTIVITIES RUBRIC

Student Name: _____

Topic: _____

Menu Activity # _____	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Content-Quality of Information and effort:	All information was clear and came from trusted sources. Used many facts, details, and examples to explain the topic. Depth of understanding of topic was excellent. Effort was strong.	Used many facts and details to explain the topic. Information came from trusted sources. Effort was good.	Had information about the topic. Project needed more facts and details. Effort was somewhat consistent.	Did not have facts or details about the topic. Information was false or only opinion. Effort was weak.
Oral Presentation	Showed a thorough knowledge of the topic and had strong enthusiasm.	Showed a working knowledge of the topic. Had three or more facts and details. Had good enthusiasm.	Showed basic knowledge of the topic. Had one or two facts and details. Had some enthusiasm.	Showed little or no knowledge of the topic. Had no facts or details. Showed little or no enthusiasm.
Creativity	Demonstrated exceptional creative thinking in this process.	Demonstrated good creative thought in this process	Demonstrated some creative thought through this process	Demonstrated little creative thought in this process

Self-assessment score:	_____	_____	_____	_____	Total: _____
Teacher assessment score	_____	_____	_____	_____	Total: _____

Menu Activity # _____	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Content-Quality of Information and effort:	All information was clear and came from trusted sources. Used many facts, details, and examples to explain the topic. Depth of understanding of topic was excellent. Effort was strong.	Used many facts and details to explain the topic. Information came from trusted sources. Effort was good.	Had information about the topic. Project needed more facts and details. Effort was somewhat consistent.	Did not have facts or details about the topic. Information was false or only opinion. Effort was weak.
Oral Presentation	Showed a thorough knowledge of the topic and had strong enthusiasm.	Showed a working knowledge of the topic. Had three or more facts and details. Had good enthusiasm.	Showed basic knowledge of the topic. Had one or two facts and details. Had some enthusiasm.	Showed little or no knowledge of the topic. Had no facts or details. Showed little or no enthusiasm.
Creativity	Demonstrated exceptional creative thinking in this process.	Demonstrated good creative thought in this process	Demonstrated some creative thought through this process	Demonstrated little creative thought in this process

Self-assessment score:	_____	_____	_____	_____	Total: _____
Teacher assessment score	_____	_____	_____	_____	Total: _____

ame _____

MY CHECKLIST

I will complete the items with a star first. Then I can move to the happy face activities. I will color the shape to show when I have completed the task.

















How did I do?

Did I work hard on these tasks? Yes No

Did I follow the rules? Yes No

Name _____

MY CHECKLIST

I will complete the items with a star first. Then I can move to the happy face activities. I will color the shape to show when I have completed the task.

















How did I do?

Did I work hard on these tasks? Yes No

Did I follow the rules? Yes No

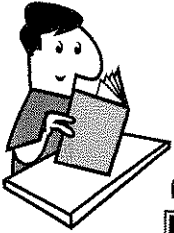
CURRICULUM COMPACTOR

Student Name _____ Grade _____

Date	Learning Objectives (Areas considered for compacting)	Pretest Measures and Results	Areas of Concern	Enrichment Activities

Curriculum Area	Procedures	Enrichment Activities
<p>Brief description of material to be covered on a weekly basis, assessment information that suggests the need for compacting.</p> <ul style="list-style-type: none"> • Student will take pretest that correlates with the weekly unit of study each Monday. • Mastery at 93% (A) or higher is required to obtain eligibility to compacting activities. • Student is responsible for completing textbook pages that align with the current unit of study. 	<p>Description of activities that will be used to guarantee proficiency in curricular area.</p> <ul style="list-style-type: none"> • Mastery of 93% or higher on pretest • Completion of textbook pages that align with current unit • Teacher approval of textbook pages with an 84% (B) or higher mastery. 	<p>Description of activities offered to provide enrichment learning experiences in the curricular area.</p> <p>Student is to choose 2-3 of the following projects for completion by week's end.</p> <ul style="list-style-type: none"> • Use 20 words in as few sentences as possible • Crossword puzzle using 26 spelling words • Learn 20 spelling words in a foreign language • Create a greeting card message using 15 weekly spelling words • Write an advertisement using 15 weekly spelling words • Write a story using 20 of the weekly spelling words • Use a thesaurus to find the synonyms/antonyms of 20 spelling words • Design a mystery picture using 8-10 spelling words • Design a picture dictionary using 20 spelling words • Word scramble using 26 spelling words • Design a comic strip using 20 spelling

Student Name:



COMPACTING INTEREST SURVEY

Four things that I am interested in studying are...

Interest 1:

Interest 2:

Interest 3:

Interest 4:



Name _____

ALTERNATE SPELLING ACTIVITIES

If you pass a spelling test with a score of 90% or higher, you do not have to complete the workbook activities or take a final test. You will instead be allowed to choose _____ alternate activities for the week. Check the boxes of the activities you have completed.

USING REGULAR, CHALLENGE, and/or NEW WORDS:

- Working with a partner who has also passed the pretest, find 10 unfamiliar words from books in our room. Write their meanings and spellings. You and your partner will agree on the 10 words, and then select 5 each to be tested on. You will give each other your final spelling test.
 - For the test, one partner says a word out loud. The other partner gives an acceptable meaning for the word, and then writes down the spelling. Do this for the first five words, then switch.
- Use all of your words to create a story that makes sense.
- Create a crossword or wordsearch on graph paper or on www.puzzlemaker.com with teacher permission.
- Learn the words in a foreign language. Create sentences with the words. You may use the Internet with teacher permission.
- Create categories into which all of your words can fit into.
- Create riddles with the words as answers
- Create an original spelling game using the words. Play the game with classmates.
- Create an advertisement using as many words as you can.
- Using a thesaurus, find synonyms and antonyms for each of the words, then use them in sentences.
- Create a greeting card using your words.

Name _____

Ways to Practice Your Spelling Words

A total of 100 points can be earned by doing these activities. You may substitute 100 points worth of spelling activities for the paragraph assignment. Be sure to write the activity name and its point value on the heading of each paper.

10 Point Activities

- _____ 1. Alphabetize the words
- _____ 2. Divide each word into syllables
- _____ 3. Write each word and circle the vowels
- _____ 4. Write each word and circle the consonants
- _____ 5. Write each word and cross out any silent letters
- _____ 6. Write each word neatly and circle the spelling pattern
- _____ 7. Make a set of flashcards for studying your words and practice them at least 2 times

15 Point Activities

- _____ 8. Use each word in a sentence and underline the spelling word.
- _____ 9. Write the words and a synonym for each word.
- _____ 10. Write the words and an antonym for each word.
- _____ 11. Scramble the words or make fill-ins.
- _____ 12. Draw a picture and "hide" the words in the picture.
- _____ 13. Type the words 3 times, once in lower case letters, once in uppercase letters, and once alternating lower and upper in each word. (Example: "cONcEpTs")

20 Point Activities

- _____ 14. Classify each word according to its part of speech. (noun, verb, adjective, adverb, preposition, conjunction, etc.)
- _____ 15. Cut the words out of a magazine/newspaper and make a collage.
- _____ 16. Locate the words in your textbooks or other reading materials. (Be sure to write the book and page number of where you found each word)
- _____ 17. Make a wordsearch using the words.
- _____ 18. For each spelling word, write three words with the same spelling pattern.

25 Point Activities

- _____ 19. Write tongue twisters with the words
- _____ 20. Write the words in similes. (Example: He was quiet as a mouse. She sang like a mockingbird.)
- _____ 21. Use the similes from #20 in poetry.
- _____ 22. Make a crossword puzzle using your words on graph paper
- _____ 23. Write a story using the words. Underline each word.
- _____ 24. Write a definition for each word.
- _____ 25. Write the words in a code. Provide a key to your code.
- _____ 26. Write couplets using the words. (Example: He was fast in the past)
- _____ 27. Write newspaper headlines using all of your words.
- _____ 28. Create a comic strip using the words.

TOTAL POINTS COMPLETED: _____

COMPACTING

- Finding the students' area(s) of strength
- Pre-testing to determine which of the concepts you are about to teach they already know
- Physically excuses them from wasting their time on repetition

Recommendations for Implementation

1. *Start small*
2. *Select one area*
3. *Experiment with pre-testing*
4. *Compact by topic*
5. *Decide how to document*
6. *Find a variety of alternatives (see tic-tac-toe and Menu Board; Students can also utilize the multiple intelligences ideas)*
7. *Experiment and reflect on what has worked*

***Caution: Do not use compacting time to work on weakness areas**