

Gifted Update

STEP UP Grade 3 Mrs. Gina Arnold

The third grade STEP UP students have been exploring a creative thinking technique called SCAMPER. SCAMPER is a simple aid that is used to explore possible solutions to a problem while developing creativity and imagination. It can be used in the context of a brainstorming session or as a stand-alone technique.

Using this technique, the children are going to be creating their own new animal. They are currently taking notes about different animal characteristics, physical and behavioral adaptations, environment, and predators. Using this information, they will create their own unique animal. The kids are having a great time learning about new animals while bolstering their creativity.

STEP UP Grade 4 Mrs. Gina Arnold

The students have started a TOY COMPANY simulation. During this simulation, they are learning and demonstrating how they can write and speak descriptively and persuasively while working collaboratively to develop a toy for the youth market. The students love the simulation so far! I am the snooty CEO of the company and the students are upper level managers. Each group has a Senior Editor, Public Relations Manager, Graphics Manager and Chairperson. To date, the students have worked together to create a company name, logo, motto and mission statement. They have done an amazing job cooperating, helping each other and problem-solving. You will get to see all of their accomplishments at our "Regional Trade Show" in the spring.



Creative thinking ideas incorporated in the SCAMPER mnemonic.



Third grade STEM project.



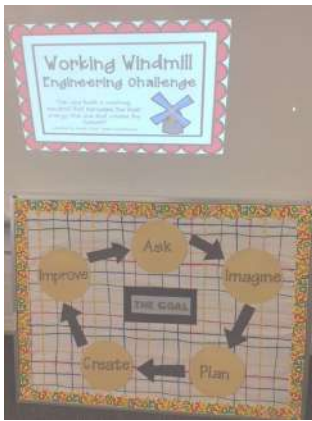
Fourth grade Toy Company "executives" at work.

Save the Date!!

Gifted Programming Evening Meeting

May 9, 2018 6:00 pm–7:30 pm

Please see more detailed information on page 5.



Working on a STEM challenge.



STEP UP Grade 5 Mrs. Gina Arnold

The fifth grade STEP UP students have been working very hard on the culminating project for the unit on Howard Gardner's Multiple Intelligences. They created video presentations or animations using Google Slides, WeVideo or Powtoons. The videos include what they learned about the theory of Multiple Intelligences, as well as what they discovered about themselves. I was duly impressed with how the children analyzed their own strengths, weaknesses, and learning styles, as well as with how they embraced

these programs and explored the technology. While the students were working on their videos, they also had the opportunity to participate in a Google Chromebook workshop led by Mr. Triska for NORT2H (Northern Ohio Research and Training Technology Hub). NORT2H is dedicated to helping school districts create a blended learning environment through the meaningful integration of technology and classroom learning. The students did an amazing job supporting each other during the learning process.

STEP UP Grade 6 Mr. Robert Bell

As is customary, Grade 6 STEP UP is loaded with activities that challenge learners who are gifted.

Every week includes a technology lesson where something new is brought to the table. First semester the students learned about Excel Spreadsheets, Kahoot, Padlet, and other cutting edge programs. With each piece of technology, the students are asked to create something new and unique.

Sixth grade STEP UP students will be doing a Crime Stoppers project that will incorporate the forensic sciences. A crime has been committed and our teams will be asked to apply investigative techniques to solve the mystery. We have already solved "The Great Cookie Caper" as a warm up and will be getting involved in more complex cases. The Crime Stoppers unit incorporates a lot of scientific inquiry. It will lead to a brief introduction of the legal system to lay the ground work for the Mock Trial unit they will participate in next year.

On our itinerary each week is our creativity challenge based on the tenet's of STEM curriculum. The students are presented with a situation, given material, and are challenged to make something from scratch to accomplish a goal. It is fun for them and applies the STEM concepts that are imperative for preparing our students for the future. The goal of any gifted program is to establish a love for learning. When we participate in these types of activities, we promote group interaction, problem solving, and confidence to overcome frustration. In this modern world is there anything we cannot accomplish by using the right resources? What cannot be found on YouTube these days? If we have the confidence and possess the skill to work with our hands, we can take control of our environment!

Stay tuned for more to come from your sixth grader as they prepare their Independent Study Projects to be presented at the end of the year.

I hope that your child talks about the various activities in the STEP UP room. There are so many activities taking place with the sole purpose to create a love for learning!



Students collaborating on a project.



STEP UP Grades 3—6

Mr. Bell and Mrs. Arnold

Story with a Hole

Students have been participating in a critical thinking / listening activity called Story with a Hole. Each of the “mysteries” is part of a longer untold story which is “behind the scenes.” It is up to the students to deduce the rest of the story from the clues derived from answers to their questions. They must figure out the “hole” in the mystery story. The rules for this activity are very simple. Students must phrase their questions so that the answer is either yes or no. Some mysteries will be solved in one class period, while others may take many class periods. Story with a Hole encourages divergent thinking and allows the students to work cooperatively, rather than competitively, on a common problem.

STEP UP Memorial

Mr. Robert Bell

Part of the STEP UP day at Memorial is the lunch / study hall time the students spend in the resource room. This time has been an invaluable tool to promote best practices for gifted programming. It allows the students collaborative time. By collaborating, students can develop their potential for learning. Specifically, students can learn to approach and solve new problems so that they develop the capability to solve problems that do not exist at the moment of learning. This time is also a time for them to have philosophy with our John Carroll interns and work on some of the more time consuming tasks we cover in STEP UP. They can check on their stocks from the Stock Market Challenge, and work on their campaigns for advertising.

STEP UP Robotics Team a Huge Success

On Saturday, December 16th, the Memorial Junior High School robotics team, made up of students in the gifted program, competed in the regional robotics competition and placed 6th out of 22 schools. The robotics team built a Lego “set” with a theme called Hydro Dynamics. The team then designed a robot that was programmed to perform various tasks. The competition had schools from all over the state competing for points from the robots, a presentation on how a problem can be solved and other activities.

Our team of twelve students prepared us for the competition, but it was Rya Fitch, David Horrigan, Amire Bailey, Paul Miozzi, and Michael Anderson that represented SEL well and won the 1st place trophy in the judges competition. This award is for the triple threat of technology, teamwork, and presentation skills. We couldn’t be more proud of this group of young engineers!

We have already laid the groundwork for the team next year as our sixth graders have been active participants in Lego engineering. If the team sticks together, expect bigger and better results in next year’s competition!



Jessica giving her lunch / study hall resource time the thumbs up.

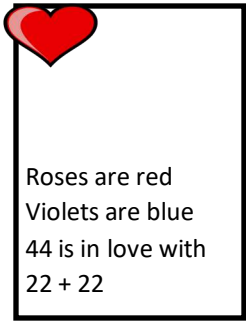


Samantha working on her Honors Language Arts Enrichment project during lunch in the resource room.



Mr. Bell with students from the robotics team.

ALPHA Math—Grade 3 Mrs. Marcia Armbruster



**Math Valentine
created by a 3rd
grade ALPHA
Math student.**

The ALPHA Math third graders welcomed the new year by watching and discussing the many different kinds of math used in an amazing video by teen math whiz Lilly Havesh called “Domino Spiral”. Lilly used thousands of different colored dominoes, hours and hours of calculations and planning, and a great deal of patience and persistence to single-handedly create an original work of moving mathematical art. The students next learned how to play the math game “24”, in which various operations are needed when taking four numbers and making them equal 24. Once they mastered the level one cards and worked their way through the higher levels, the ALPHA Math third graders made original challenging 24 cards of their own. These cards then traveled with Mrs. Armbruster to the other elementary schools where fellow ALPHA Math third graders worked through the math challenge cards created by their peers. The consensus of the ALPHA Math students at Adrian, Rowland, and Sunview were that their own 24 cards were more challenging than the

real boxed sets! After this fun and creative project, these students worked on individual 4th grade math missions on a website called Khan Academy. The students were met with new math challenges from a higher grade level and were able to succeed by analyzing problems, figuring out their own strategies, and using past knowledge and logic to figure out the more advanced math. They each have their own Khan Academy account now and can work on their 4th grade math missions and earn badges and points anytime and anywhere they wish!



**Concentrating on
24 cards.**

ALPHA READING—Grade 3 Mrs. Marcia Armbruster



The 3rd grade ALPHA reading students continue to work together in a virtual classroom using Kidblog, a private, secure blogging site for schools where teachers and students can share reading and writing via blog discussions. The students have begun reading the chapter book *Frindle*, by Andrew Clements and are blogging as they analyze and evaluate character personality traits and plot choices in the book. As part of the writing process, these students are focusing on self-editing their blog post entries and written comments to other virtual classmates. This editing goes beyond correcting spelling, punctuation, and grammar. The students are focusing on the questions, “Does the reader have enough specific details to understand your point?” “Are you arguing your point with evidence from the book as well as from sufficient personal examples?” Our catch phrase in ALPHA reading is “Mean what you write; write what you mean.”

Several ALPHA reading third graders are writing plays on their own to submit to the Marilyn Bianchi Playwriting Contest here in Cleveland. These students are Jayne Wilde from Adrian, Penny Averde and Maria Harris from Sunview, Emily Bull, Raia Adams, Mackenzi Griffin, and Timeirah Williams from Rowland. This contest is open to student all over the Greater Cleveland area and the students’ original plays are judged by local writers and actors. Winners of this contest will have their plays performed this June at Dobama Theater! Stay tuned to see if we have playwright winners! Good luck to our creative participants!

ALPHA MATH—Grade 4 Mrs. Marcia Armbruster

Greenview 4th grade ALPHA Math students continue to work with Mrs. Arnold's STEP UP class for the Continental Math Challenge. They are participating in solving these higher level problems and the analysis, evaluation and peer teaching that go along with this experience. In addition to this challenge, the students have been working with many strategies and evaluating which strategies work best for them in order to become an expert mental mathematician. The class has watched Arthur Benjamin, a famous mental mathematician, for technique and inspiration, and will be competing in a class mental math competition at the end of February. Good luck to our competitors!

ALPHA MATH—Grade 5 Mrs. Marcia Armbruster

ALPHA Math 5th graders have just finished putting on a Math Magic Show for our class! Each student paired up with a partner and became math magicians, analyzing a higher level math "trick" to figure out how it works and why it works every time, and then performed it to our class audience, leading them in their newly discovered analyzation. Our class is now continuing our study of Ancient Number Civilizations with the ancient Greek number system, which involves learning the Greek alphabet and using it as they did with math in ancient times.



Math Magic Show

ALPHA MATH—Grade 6 Mrs. Marcia Armbruster

Greenview 6th Grade ALPHA Math students spent time finishing their work on solving multi-step math and logic problem using the Ted Ed animated higher level math problems. Our study of different mathematical base systems then continued with Base 60 and the ancient Babylonian number system. The sixth graders solved multi-operational math problems with base 60 numbers using the ancient Babylonian symbols, and created and played their original challenging game called Babylonian Bingo. This class is currently revisiting Math Mindbenders where math, logic, and deductive reasoning work together, and completing practice problems from the Continental Math Challenge, involving analyzing and solving practice problems from the Continental Math Challenge.



Working on Babylonian math game

Gifted Programming Evening Meeting - Greenview

May 9th 6:00 pm— 7:30 pm

Susan Rakow, Ph.D. will be presenting to parents in the upstairs library from 6:00—7:00. The title of her talk is,

"The Joys and Challenges of Parenting Gifted Children." Gifted children can be puzzling and challenging to parents as well as to teach. The evening's presentation will focus on how to nurture our children and help them become balanced, successful, and happy people. It will include an overview of the social, emotional, and educational needs of gifted children as well as some parenting guidelines and time for questions.

Susan Rakow is a licensed professional clinical counselor with the Family Achievement Clinic / Humanistic Counseling Center. She was a teacher and gifted coordinator for over 20 years before working at Cleveland State University for a decade as Associate Professor and Director of the Graduate Program in Gifted Education. She is the mother of two gifted children (now adults) and four wonderful grandchildren. Susan is the author of *Educating Gifted Children in Middle School: A Practical Guide* and *Teaching to the Top* as well as numerous articles in professional journals. She has presented at parent meetings as well as local, state, and national conferences.

Look for Flyer with more information!!

Game Night for STEP UP and ALPHA students. Details in flyer.

ALPHA Reading—Grades 4 and 5

Mrs. Gina Arnold

The fourth and fifth grade ALPHA readers had the opportunity to choose a self-selected novel to read. Self-selected reading fosters intrinsic motivation. When real world readers choose a text, they are reading to learn and to enjoy. They accomplish these tasks by selecting a text that fulfills their needs. This choice allowed the students to become deeply involved, captivated, absorbed and immersed in a text—in other words, engaged. Once they finished the novel, the students also had the opportunity to choose their own literature response activities.

Both classes also had a visit from Ms. Crowe, a librarian from the Cuyahoga County Library. She brought a large selection of books to “Book Talk” with the students. A book talk is a short, informal presentation designed to inspire others to read the same book. At the end of the presentation the students were allowed to check out books or put some of the books on hold. This was a springboard for our own book talk assignment. The students are currently preparing a book talk for their self-selected novel. They will write and present a 2—3 minute book talk to the class persuading them to read their self-selected book.



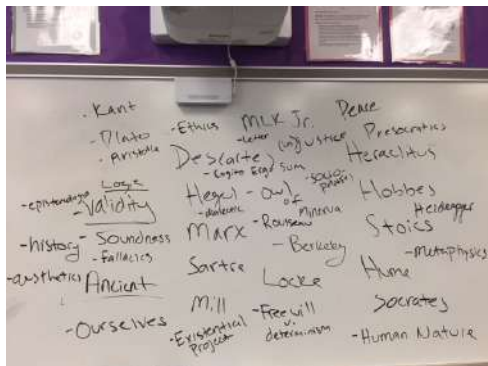
Librarian shares books with ALPHA classes.



Fourth grader shares the sequel that she created for the novel *Masterpiece*.

ALPHA READING—Grade 6 Mrs. Gina Arnold

The sixth grade ALPHA readers decided that they liked our group novel, *Three Times Lucky* by Sheila Turnage so much that they chose to read the sequel, *The Ghost of Tupelo Landing*. Throughout the novel study, the students had group discussions and had the opportunity to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate the text. The students did a wonderful job of participating as knowledgeable, reflective, creative, and critical members of their literacy community. Currently, the students are exploring book trailers and will soon begin creating their own trailer for their favorite book.



Philosophy at a Glance.....STEP UP classes

Brainstorm what we have learned so far during philosophy sessions.....

Coordinator's Corner

MINDSET

Can how you approach failure actually make you more of a success? A common characteristic of gifted learners is the need to demonstrate unwavering success. They can believe that learning should always come easily and if it doesn't, maybe they are not really gifted. How, then, does a parent deal with the emotions of their gifted child when they encounter failure?

According to Dr. Carol Dweck, world-renowned Stanford University psychologist and author of *Mindset: The New Psychology of Success*, you can drastically increase your odds of success by approaching struggle, effort, and failure with a particular frame of mind. Dweck has identified two different "mindsets" – the "fixed mindset" and the "growth mindset."

The fixed mindset believes that intelligence is fixed which leads to a desire to look smart. The growth mindset believes that intelligence can be developed which leads to a desire to learn. People with a fixed mindset avoid challenges, give up easily when faced with obstacles, see effort as pointless, respond negatively to constructive feedback, and/or feel threatened by the success of others. People with a growth mindset embrace challenges, show perseverance in the face of struggle, understand the need for hard work and effort, learn from criticism and constructive feedback, and find lessons and inspiration in the success of others.

What do these two mindsets have to do with success? People with a fixed mindset have the tendency to achieve less than their full potential because they give up when faced with frustration – their learning experiences are plagued with the fear of "looking dumb." This is particularly challenging for gifted learners who are used to being seen as "the smart one." People with a growth mindset, however, continue to achieve throughout their lives because their goal is learning, not "looking smart" to others. The growth mindset leads to happier, more successful people with a greater sense of free will and self-confidence.

For more information visit www.mindsetonline.com.



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