

Gifted and Talented Parent Workshop

January, 2018

Manhattan Beach Unified School District
325 S. Peck Avenue
Manhattan Beach, CA 90266
Phone: (310) 318-7345, x5900



What we know...

Gifted and talented students make up a **unique group of individuals** with similar cognitive and affective characteristics.

General education teachers must provide appropriate instruction to ***each*** of their students.

Ongoing professional development, implementing **research-based strategies**, and creating a **culture** that supports and engages each learner is key.





PURPOSE

- To demonstrate some strategies used to engage and enrich gifted child in the classroom
- To give parents information and tools to support their gifted child
- To provide take-home resources and/or links to check out
- To meet other parents with GATE identified children



Agenda

- **8:30 – 9:30 ish**

 - Teachers on Special Assignment (TOSAs)

 - Sharing MBUSD practices

 - Math** - Holly Compton & Debbie Dreiling

 - ELA** - Michelle Syverson

 - ALSO** in the house...Gregor Trpin

- **9:40 – 10:00 a.m.**

 - GATE Advisory Council Meeting





Reaching Our GATE Students in Math

- Warm-ups:
 - Number Talks
 - Problem of the Day
 - Estimation 180
- Extension Opportunities:
 - Extension project in form of reasoning and real-world tasks
 - Problem of the Month
 - Which Would You Rather?
 - Are You Ready for More?
 - IXL- level-up
 - AMC 8



Number Talks

Number Talk!

$$4\frac{1}{5} - \frac{2}{5}$$

Tyler

$$4\frac{1}{5} - \frac{2}{5}$$

$$\begin{array}{c} \wedge \\ \frac{1}{5} \quad \frac{1}{5} \end{array}$$

$$4\frac{1}{5} - \frac{1}{5} = 4 \text{ or } 3\frac{5}{5}$$

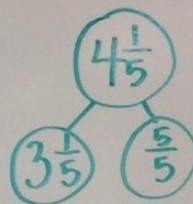
$$3\frac{5}{5} - \frac{1}{5} = 3\frac{4}{5}$$

Lauren

$$\frac{1}{5} - \frac{2}{5} = -\frac{1}{5}$$

$$4 + (-\frac{1}{5}) = 3\frac{4}{5}$$

Enzo



$$\frac{5}{5} - \frac{2}{5} = \frac{3}{5}$$

$$\frac{3}{5} + 3\frac{1}{5} = 3\frac{4}{5}$$

Logan

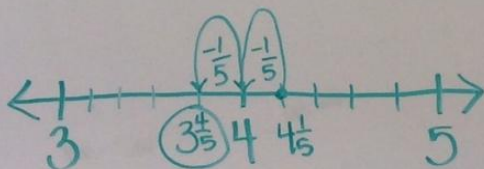
$$\frac{5}{5} \times 4 = \frac{20}{5}$$

$$\frac{20}{5} - \frac{2}{5} + \frac{1}{5} = \frac{19}{5} = 3\frac{4}{5}$$

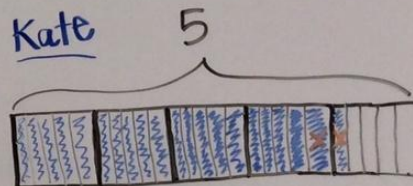
Sammy

$$4\frac{1}{5} - \frac{1}{5} \rightarrow 4 - \frac{1}{5} \rightarrow 3\frac{4}{5}$$

Mary



Kate



$$\frac{21}{5} - \frac{2}{5} = \frac{19}{5} = 3\frac{4}{5}$$

Problem of the Day

Math ~~Joke~~ ^{Question} of
the day (or different amount)
of time!

$$(|42(-2)| + -16) - 8 = X$$

slugs $-\left|\frac{x^2}{10}\right| + 40 = y$ Find This



$\left|\frac{210}{20}\right| + -32 = ?$

Per. 2	5	Per. 3	0
Per. 6	12	Per. 3	22

Hint: find what $|n|$ means

Math Resources

To support deeper mathematical thinking and conversations

www.wouldyourathermath.com

This website contains an extensive list of "would you rather" choices that encourage mathematical reasoning.

Which would YOU rather?

Get the number of \$1 Million or or and so on for 1 Month

www.estimate180.com

How many **chessballs** will fit on the large plate?

Maximum 1000

Your estimate:

Your ability:

Estimated:

Your date:

Submit

This website has a number of picture-based estimation opportunities. A video below the picture shows the correct answer.

www.visualpatterns.org

This website has numerous visual growing patterns. Kids can determine how the pattern grows and what the pattern might look like at different steps.



www.wodb.ca

$\begin{array}{r} 5231 \\ + 4321 \\ \hline 9562 \end{array}$	$\begin{array}{r} 3696 \\ + 6978 \\ \hline 10674 \end{array}$
$\begin{array}{r} 1842 \\ + 1614 \\ \hline 3456 \end{array}$	$\begin{array}{r} 2384 \\ + 4812 \\ \hline 6996 \end{array}$

This website gives different examples of discussion starters. "Which one doesn't belong?" There is not one right answer.

+ Would You Rather?

Would You Rather...

Have the profit from which location?



A downtown hotel with 122 guest rooms. Average price of \$239/night.

or



A rural beachside villa with 62 units. Average price of \$499/night.

+ Are You Ready for More?

Are you ready for more?

Water makes up about 71% of the Earth's surface, while the other 29% consists of continents and islands. 96% of all the Earth's water is contained within the oceans as salt water, while the remaining 4% is fresh water located in lakes, rivers, glaciers, and the polar ice caps.

If the total volume of water on Earth is 1,386 million cubic kilometers, what is the volume of salt water?
What is the volume of fresh water?

Are you ready for more?

50% of the people who attended the drama play also attended the music concert. What percentage of the people who attended the music concert also attended the drama play?

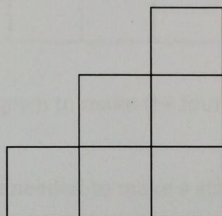


+ Problem of the Month

Problem of the Month

Growing Staircases

Level A



This is a staircase that goes up three steps.

How many blocks are needed for the first step?

How many blocks are needed for the second step?

How many blocks are needed for the third step?

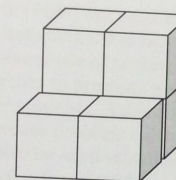
How many blocks in all are needed to make this staircase of three steps?

Explain how you know.

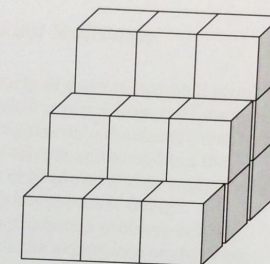
Level E



Step 1



Step 2



Step 3

Using the pattern shown above, find a general (closed) formula to find the number of blocks needed to build a staircase with n stairs.

Justify why your formula works.

Explain and justify which stages will require an odd number of blocks to build them.

Writing Checklists

- Genre specific
- Covers a range of skills
- Supports lines of growth
- Student or teacher driven
- Personalized
- Strategic
- Specific

Name: _____ Date: _____

Information Writing Checklist

	Grade 8			Grade 9		
	Met	Near	Not	Met	Near	Not
Overall						
Structure						
Content						
Lead						
Transitions						
Ending						

Information Writing Checklist (continued)

	Grade 8			Grade 9		
	Met	Near	Not	Met	Near	Not
Content						
Conventions						
Spelling						
Punctuation and Sentence Structure						

Small Moment Narrative 10/24/17

Behind me, I could hear my mom laughing as she pushed my bike across the rough terrain of the park's field. My legs were pumping hard, but at 5 years old, I couldn't quite get the hang of keeping my handles of the bike straight. My mom was very patient with me as I kept attempting to bike on my own. As we completed more and more loops around the field, I got more and more used to going longer stretches of time without any assistance. Little did I know that one of the next few loops was going to be the one where I go longer without help.

ision for Argument Writing

Grade 6	Grade 7	Grade 8	Grade 9
STRUCTURE			
The writer explained the topic and stated out a position that can be supported by a variety of trustworthy sources. Each part of the text helped build her argument, and led to a conclusion.	The writer laid out a well-supported argument and made it clear that this argument is part of a bigger conversation about a topic. He acknowledged positions on the topic or text that might disagree with his own position, but still showed why his position makes sense.	The writer laid out an argument about a topic and made it clear why her particular argument is important and valid. She started out to those who might disagree with her by describing how her position is one of several and making it clear where her position stands in relation to others.	The writer presented an argument, offering context, honoring other points of view, and indicating the conditions under which the position holds true. The writer developed the argument with logical reasoning and convincing evidence, acknowledging the limitations of the position and citing—and critiquing—sources.
The writer wrote an introduction to interest readers and help them understand and care about a topic or text. She thought backward between the piece and the introduction to make sure that the introduction fit with the whole. Not only did the writer clearly state her claim, she also told her readers how her text would unfold.	The writer interested readers in his argument and helped them to understand the backstory behind it. He gave the backstory in a way that got readers ready to see his point. The writer made it clear to readers what his piece would argue and forecasted the parts of his argument.	After hooking her readers, the writer provided specific context for her own as well as another's position(s), repositioned her position, and oriented readers to the overall line of argument she would develop.	The writer demonstrated the significance of the argument and may have offered facts of supporting parts of the essay. The writer presented needed background information to show the complexity of the issue. In addition to introducing the overall line of development the argument will take, the writer distinguished that argument from others.
The writer used transitions to help readers understand how the different parts of his piece fit together to explain and support his argument. The writer used transitions to help connect claims, reasons, and evidence and to imply relationships, such as when material exemplifies, adds to, is similar to, explains, is a result of, or contrasts. The writer used transitions such as for instance, in addition, one reason, furthermore, according to, this evidence suggests, and thus we can say that.	The writer used transitions to link the parts of her argument. The transitions help readers follow from part to part and make it clear when she is stating a claim or counterclaim, giving a reason, or offering or analyzing evidence. These transitions include terms such as the text states, as this means, another reason, some people may say, but, nevertheless, and on the other hand.	The writer used transitions to lead readers across parts of the text and to help them see how parts of the text relate back to earlier parts. He used phrases such as now some argue, while this may be true, it is also the case that, despite this, as stated earlier, taken as a whole, this is significant because, the evidence points to, and by doing so.	The writer used transitions to clarify the relationship between claims, reasons, and evidence, and help the reader follow the logic in the argument. The writer also used transitions to make clear the relationship of sources to each other and to the claim, such as while it may be true that, nevertheless, there are times when/ certain circumstances when, and others act this idea.
In the conclusion, the writer restated the important points and offered a final thought or implication for readers to consider. The ending strengthened the overall argument.	In his conclusion, the writer reinforced and built on the main points in a way that made the entire text a cohesive whole. The conclusion restated how the support for his claim outweighed the counterclaim(s), restated the main points, responded to them, or highlighted their significance.	In the conclusion, the writer described the significance of her argument for stakeholders or offered additional insights, implications, questions, or challenges.	In the concluding section, the writer may have clarified the conditions under which the position holds true, discussed possible applications or consequences, and/or offered possible solutions.
The writer organized his argument into sections. He arranged reasons and evidence purposefully, leading readers from one claim or reason to another. The order of the sections and the internal structure of each section made sense.	The writer purposefully arranged parts of her piece to tell her purpose and to lead readers from one claim, counterclaim, reason, or piece of evidence to another. The writer used topic sentences, transitions, and formatting (where appropriate) to clarify the structure of the piece and to highlight her main points.	The writer organized claims, counterclaims, reasons, and evidence into sections and clarified how sections are connected. The writer created an organizational structure that supports a reader's growing understanding across the whole of his argument, arranging the sections to build on each other in a logical, compelling fashion.	The writer created a logical and compelling structure for the argument so that each part built on a prior section, and the whole moves the reader toward understandings.

Learning Progressions for Writing

- ❖ Stages of Development
- ❖ Drives instruction
- ❖ Supports all learning levels
- ❖ Provides specific lines of growth

Reading Behaviors

Focused:

- Within the Text
- Beyond the Text
- Skill specific
- Comprehensive



Reading Assessment Checklist – Behaviors to Notice, Teach and Support

Reading Assessment – Level Y, Z (Fountas and Pinnell) – DRA – 60 <i>Adapted from The Continuum of Literacy Learning Grades K-2 Fountas and Pinnell</i>									
Behaviors to Notice, Teach and Support	Name:				Thinking Beyond the Text				
	Date	Date	Date	Date	Date	Date	Date	Date	
Thinking Within the Text Solving Words Notices new and interesting words, records them and actively adds them to expand speaking or writing vocabulary Demonstrates flexible ways to automatically solve unfamiliar words – noticing word parts, endings, syllables and prefixes Automatically solves multi-syllable words using vowel patterns, phonogram patterns, prefixes and suffixes Begins to use word roots and origins to understand meaning of words Uses readers' tools such as glossaries, dictionaries and pronunciation guides to solve difficult words Derives the meaning of words that reflect regional or historical dialects as well as words other than English Understands connotative (secondary) meaning of words Searching for and Using Information Searches for and uses information in graphics – diagrams, charts, maps, captions, pictures, labels Searches for and uses information from full range of non-fiction features – table of contents, glossary, headings/subheadings, index, appendices Processes long sentences (over 30 words), with embedded clauses and nouns, verbs and adjectives Asks implicit questions and finds answers while reading Processes texts with a variety of complex layouts, dialogue and some pages with dense print or columns Remembers the details of complex plots with many episodes or chapters, flashbacks and stories within stories Processes sentences with the syntax (grammar) of colloquial language Gains important information from texts with complex plots, multiple characters and episodes, and long passages of descriptive language and dialogue Summarizing - Selectively summarizes most important information in a text depending on reading purpose Identifies important ideas in a text and reports them in an organized way to use as background knowledge in reading or for further discussion – orally or in writing Constructs summaries that are concise and reflective of the important overarching ideas in the text Maintaining Fluency Demonstrates phrasal fluent oral reading with expression that reflects interpretation of the text Reads dialogue with phrasing, intonation, use of punctuation and expression that reflects understanding of characters and events Adjusts reading to process texts with difficult and complex layout and/or vocabulary					Predicting Makes a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts Searches for, and justifies predictions to continually confirm or disconfirm using evidence from reading Uses characteristics of a genre as a source of information to make predictions before and during reading Making Connections Uses background knowledge to understand text Makes connections between real life and other diverse cultures, times and places Makes connections between the text and other texts read or heard and demonstrates in writing Connects and compares text within genres and across genres, by circumstances, traits or actions Specifies the nature of connections – topic, content, writer, genre Synthesizing - Integrates existing content knowledge with new information from a text to create new understandings Mentally forms categories of related information and updates as new information is acquired Expresses changes in ideas or perspectives across reading and as events change Inferring - Infers character traits, motives and changes through examining how the writer describes them Identifies significant events and tells how they are related to the problem/solution of the story Infers the big ideas or themes of a text and causes of problems or outcomes in texts Infers the meaning of symbols the writer uses to enhance meaning Analyzing/Critiquing Notices aspects of all genres and hybrid texts Notices aspects of genres and the writer's craft. Assesses whether a text is authentic and consistent with life experience and prior knowledge Expresses tastes and preferences in reading Identifies the selection of genre in relation to inferred writer's purpose Understands the meaning of symbolism when used by a writer Can identify the writer's bias or use of exaggeration				

DOK (Depth of Knowledge)

Level 3: Strategic Reasoning

- A. Focus is on reasoning & planning in order to respond (e.g., write an essay, apply in novel situation)
- B. Complex and abstract thinking is required
- C. Often need to provide support for reasoning or conclusions drawn
- D. More than one "correct" response or approach is often possible

Level 1: Recall

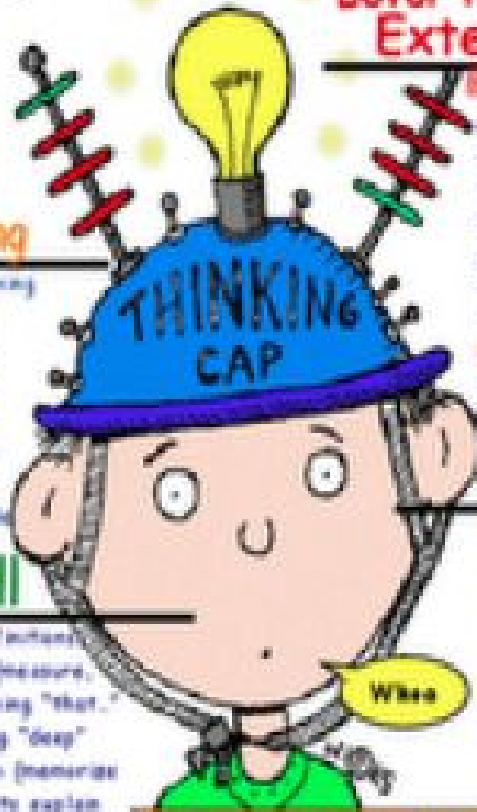
- A. Focus is on specific facts, definitions, details, or using routine procedures (measure, divide, follow recipe, etc.)
- B. Explaining "what."
- C. Can be "difficult" without requiring "deep" content knowledge to respond to them (memorize a complex theory without being able to explain its meaning or apply it to a real work situation)
- D. Combination of level ones does NOT = level 2.
- E. One right answer

Level 4: Extended Reasoning

- A. Requires complex reasoning, planning, and thinking (generally over extended periods of time) for the investigation
- B. Assessment activities have multiple steps with extended time provided
- C. Students may be asked to relate content to the content area and other areas
- D. Students make connections in new situations

Level 2: Skill/Concept

- A. Focus is on applying skills and concepts (in a familiar/typical situation), relationships (compare, cause-effect), main ideas
- B. Requires deeper knowledge than definition
- C. Explaining how or why
- D. Making decisions
- E. Estimating, interpreting in order to respond
- F. One right answer



"He who learns but does not think, is lost!
He who thinks but does not learn
is in great danger." Confucius

Supports lines of growth

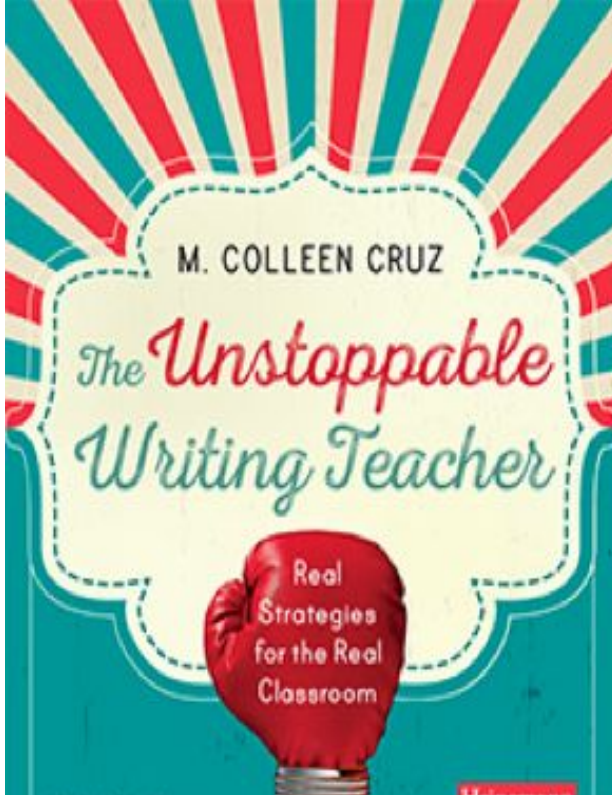
Push thinking to a higher level

Personalized

Extends skill development

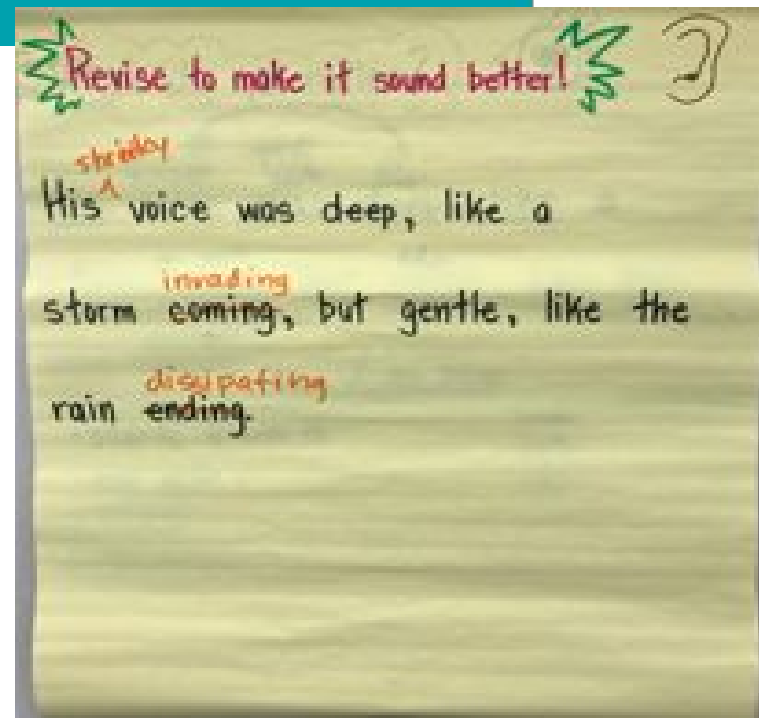
Supporting Sophisticated Writers

- Mentor Texts
- Voice
- Genre Exploration



Mentor Sentences

Using a sentence from a mentor text students study craft, structure, grammar, punctuation, and have an opportunity to say it better than the author.





Inspirational Quote

- A famous line in Thoreau's "Civil Disobedience" is, "That government is best which governs least."
- Do you agree or disagree with this statement? Why or why not?

Personalized Learning

- 1. Study our Students**
- 2. Voice and Choice**
- 3. Flexibility (groups, mindset, environment)**
- 4. Data Informed**
- 5. Integration of Digital Tools**



GATE Advisory Council (GAC) Meeting

Listening to Learn

We want to understand how our students are supported in class, and we'd like some resources and ideas to provide them with academic and emotional opportunities/support in the community and at home.



Is there a way to reallocate some of the money used for educating parents of GATE identified students toward the students themselves?



Can we explore opportunities that both support GATE students and uplift the MBUSD community?



Can there be “meetings” to discuss concerns and next steps that are separate from the parent education sessions with speakers/presenters?



Dates for upcoming GATE Advisory Council Meetings:

March 16 8:30 - 10:00

May 18 8:30 - 10:00

GAC Council:

1 parent representative from each elementary school

2 -4 parent reps from the secondary level

1-2 site leaders

1-2 School Board Members



GAC Council:

- Discuss ways to improve communication to the GATE families
- Gather and share resources and ideas that provide GATE families with academic and emotional opportunities/support in the community and at home.
- Explore opportunities that both support GATE students and uplift the MBUSD community



Is there a way to reallocate some of the money used for educating parents of GATE identified students toward the students themselves?



Parent and Student Workshop

March 7 and / or April 11 from 5:30 - 7:00 p.m.

Understanding Neuroplasticity to Change your Learning Mindset

The root of all learning comes from changes between neurons (at the synapse). Scientists call these changes Neuroplasticity. Understanding this science can inform our everyday experiences and generate motivation and passion about learning even in our most difficult subject areas. Let's do some fun activities and demonstrations to really understand how learning happens. And then we'll discuss how it changes our learning mindsets and attitudes especially when it come to failure and challenge.

Why Effort, Struggle, and Focused Practice are So Important to Your Success as Student

It happens to all of us, we all fail, we all struggle and from the perspective of our personal and academic growth, it's good for us! In this session we will get to know our lizard brain, how it helps us and how it sometimes get in the way. We will also discuss some of the best strategies for dealing with the lizard brain, embracing struggle and challenge and while we are at it learn some memory "hacks" based on brain science.





Today's Purpose

- To demonstrate some strategies used to engage and enrich gifted child in the classroom
- To give parents information and tools to support their gifted child
- To provide take-home resources and/or links to check out
- *To meet other parents with GATE identified children*

