



Educational Strategies

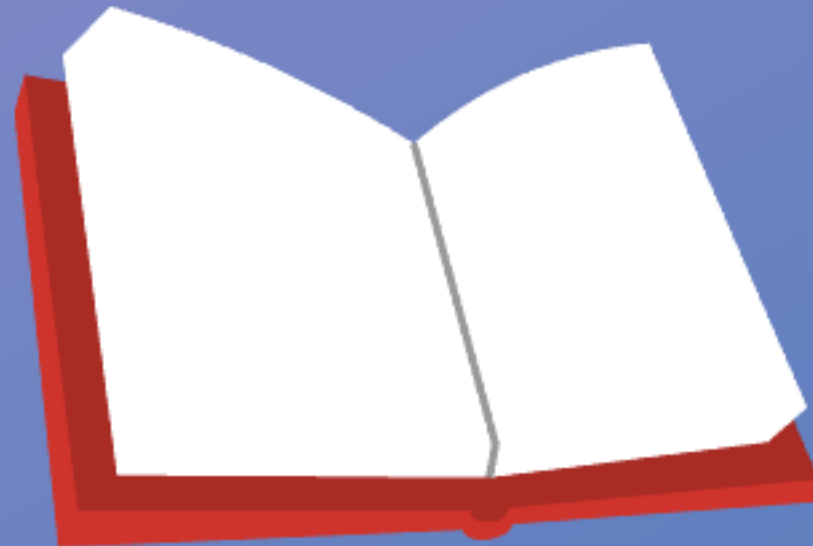
to meet the needs
of gifted learners



Content is
what the student studies



Acceleration; students are placed at a higher level than their grade or developmental level. This is the most common strategy and can refer to school work, grade or classroom level, the type of teacher instruction given, and materials used.





Telescoping; the time spent on certain tasks and activities is reduced to give students more opportunities to work on things that challenge them or better meet their level.





Independent study; students are given multiple opportunities to work independently as opposed to working in teacher-led activities. This can sometimes be referred to as “passion projects” or “genius hour” for school-age kids.



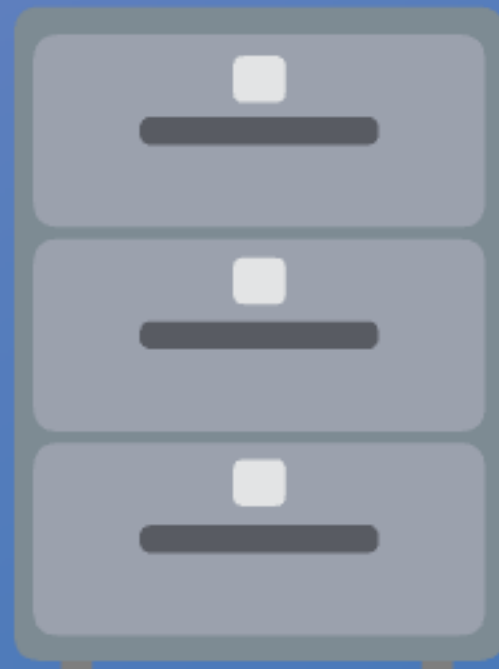
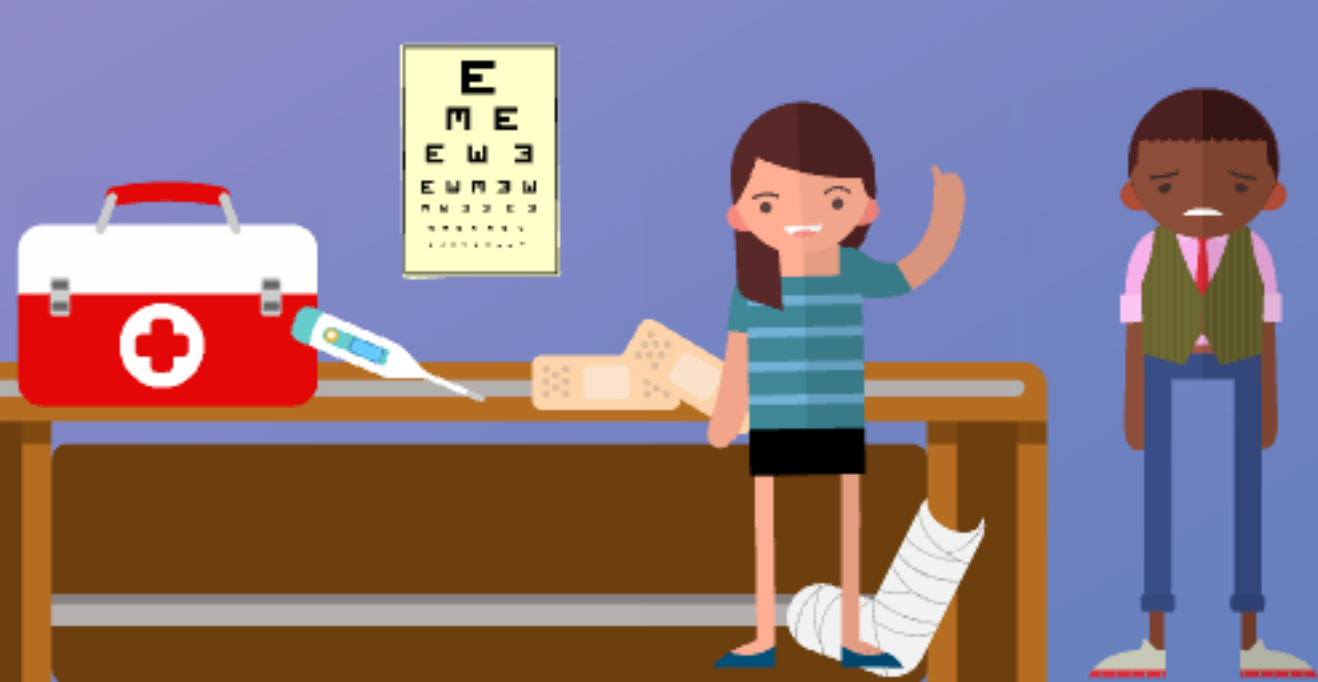


Compacting; this strategy is exactly as it sounds and gives students a condensed version of the curriculum or topic so that they can focus on areas that need more attention or different areas altogether. This strategy allows students to do less “busy work” and more meaningful work instead.





Learning centers; a common element in early childhood programs but when used properly for gifted students they can help a great deal. Add materials and procedures that extend and expand on the learning intended at the particular center.





Process is
how the student studies



Create

Evaluate

Analyze

Apply

Understand

Remember

Higher level thinking; Bloom's Taxonomy is famous and commonly used for helping teachers to promote higher level thinking tasks. Using the top tiers of Bloom's give direction for the process of the activity and lesson for the student. Instead of a child simply retelling a story they can create a play to show their comprehension.

Creative thinking; give children opportunities to problem solve and think in new and creative ways. They can apply their learning to develop solutions, test ideas, and build on prior knowledge.



Research strategies; teach research strategies and allow for various types of research, presentation, and recording of information. Show them where to find more information about a subject, different ways to record what they've learned, and options for presenting the information.





Product is
**how the student shows
what they know**



Different options; give children many options for presenting their end-product. Ultimately it is the goal to show the product of their learning so why not allow them more than one common option?

Move past assessments and pencil and paper and give some freedom of choice. Likewise, give children a specific end product to challenge their learning in a new way.

Diverse audiences; when the audience is someone other than the teacher, there may be more possibilities of how to present the end-product.

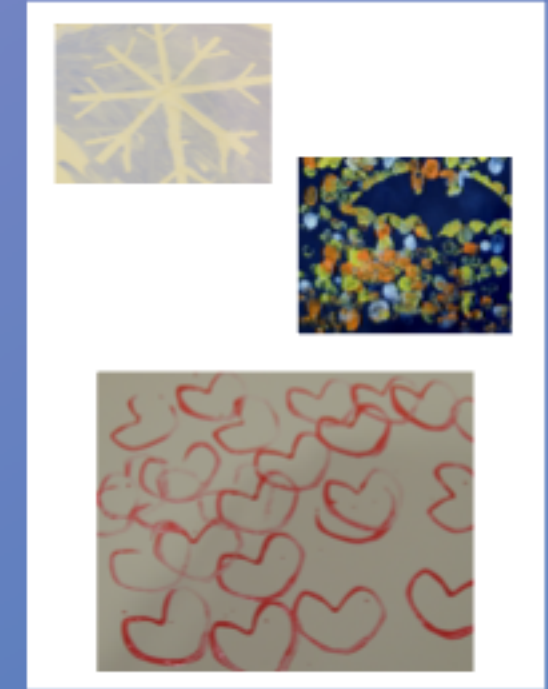
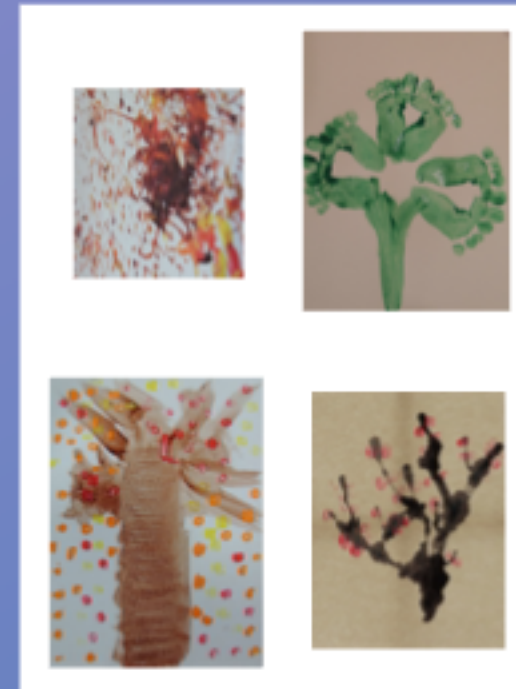
Performing a song about rocket ships at circle time may be more appealing than painting it since circle time is with friends and the child can teach others!

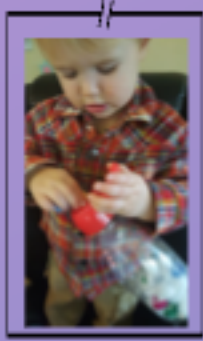




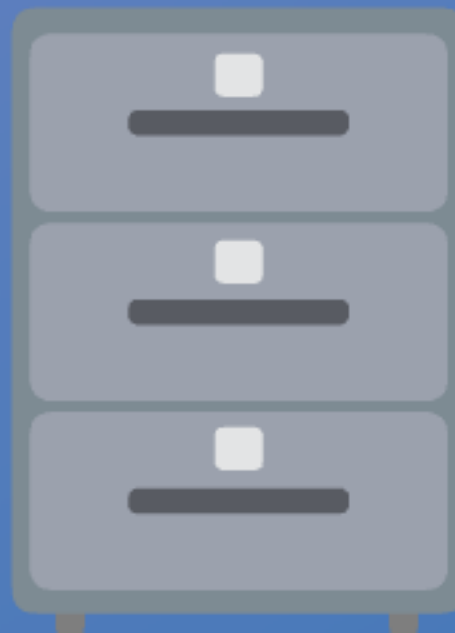
Environment refers to
**the classroom including
tangible and intangible things**

Physical; what is in the room, where are items located, and how is the space used? Make alterations to support gifted learners. For example, higher level books can be mixed in with the usual classroom library and learning centers can have advanced materials.





Social and emotional; consider how the space and the people in it can support a child's social and emotional needs. This should extend past circle time and recess. Are there opportunities for social and cooperative play, learning, and interactions? Gifted children often feel isolated so it is important to cultivate positive social and emotional experiences as much as possible.



Schedule

- ✓ 9:00 Play
- ✓ 10:00 Circle Time
- 10:20 Centers
- 11:00 Lunch
- 11:30 Recess
- 12:15 Yoga

Groups; use small group instruction to group children based on similar levels for any given activity. This allows students to keep learning from one another instead of feeling the pressure to help teach under achieving students. Don't look at age only as often older groups are more inviting of younger children who are at a similar academic or developmental level.

