

Teaching The Gifted And Talented Learners In The Mainstream Class

Getting the books **Teaching The Gifted And Talented Learners In The Mainstream Class** now is not type of inspiring means. You could not forlorn going later book addition or library or borrowing from your links to retrieve them. This is an utterly simple means to specifically get guide by on-line. This online proclamation Teaching The Gifted And Talented Learners In The Mainstream Class can be one of the options to accompany you in the manner of having supplementary time.

It will not waste your time. bow to me, the e-book will no question reveal you further situation to read. Just invest tiny times to admittance this on-line proclamation **Teaching The Gifted And Talented Learners In The Mainstream Class** as skillfully as evaluation them wherever you are now.

Gifted and Talented Learners in the Saudi Arabian Regular Classroom Osama Hassan Maajeeny 1990 The study investigated the present status of gifted education in Saudi Arabia, estimated the concept, knowledge, and attitude of Saudis regarding gifted learners and their education, assessed the perceived needs and interests of gifted learners in the regular classrooms; and identified the important competencies that regular classroom teachers need to become effective teachers of gifted learners. Data were gathered by means of a 4-point Likert scale questionnaire and interviews from educational and counseling supervisors, counselors, schools principals and deputies, and teachers of twenty three male preparatory and secondary schools. In addition, a few gifted learners and their parents were interviewed. The data were analyzed and frequency

distributions, means, percent, and standard deviation were calculated. Furthermore, preliminary analyses revealed no differences for type of occupation (teachers, building administrators, and supervisors) or type of school (preparatory and secondary) using separate analyses of variance and Pearson product moment correlations for both parts two and three of the questionnaire, consequently, the data were combined for all subjects for all subsequent analyses. The study revealed that Saudi Arabia does not have a special provision for the gifted, nor does it have previous experience in gifted education. Moreover, the study indicated that gifted learners in the regular classrooms need more enrichment and acceleration materials than what the present, conventional curriculum is offering. Furthermore, the study showed that regular classroom teachers need inservice training in processes, such as

creative thinking skills, independent research techniques, methods of preparing materials and resources to stimulate students, and programming procedures. The most important recommendations of the study are to standardize multiple identification procedures, to differentiate the current curriculum to meet the existing needs and interests of the gifted, and to provide teachers with inservice training in the characteristics of gifted learners and the appropriate teaching methods to instruct them.

Teaching the Gifted and Talented Marsha M. Correll 1978

Social-emotional Curriculum with Gifted and Talented

Students Joyce VanTassel-Baska 2008 Social-Emotional Curriculum With Gifted and Talented Students provides a thorough introduction to methods for developing social-emotional curricula for use with gifted and talented learners in the school setting. Educational Resource

Gifted and Talented Learners Barry Hymer 2013-12-16 This book sets out the educational challenges, benefits and possibilities of embracing a truly inclusive approach to gifted and talented education and provides a framework for a school to create its own inclusive policy in this area of need. Calling on international research, current educational initiatives, and work within the Barrow Education Action Zone (EAZ) and elsewhere, the authors set out to demonstrate that the inclusion and standards agendas can - and should - take with them the growing interest in the educational needs of gifted and talented pupils. The result is a short but comprehensive and fundamentally practical book, which will be of value to any school or LEA wishing to create and implement a dynamic, reflective and inclusive policy for gifted and talented pupils.

Teaching the Gifted and Talented in the Social Studies

Classroom Paul Dearborne Plowman 1980 As part of the "Educating Gifted and Talented Students" series, the booklet offers guidelines for social studies teachers working with gifted students in grades 7 through 12. Characteristics of the gifted and talented are described and criteria for talent identification are pointed out. General strategies and strategies specifically for teaching the gifted are reviewed. The bulk of the booklet contains teaching strategies for use in social studies programs. Strategies are outlined for grades 7 through 12, grades 7 through 9, and grades 10 through 12; and a sample unit on the study of creative people for middle school gifted students is offered. Additional sample units are provided for such areas as relations with other countries. Exercises in critical judgment and reflective reasoning are listed and the importance of including creativity as part of instruction is stressed. (SBH)

Achieving Excellence Frances A. Karnes 2008 *Achieving Excellence: Educating The Gifted and Talented*, provides foundational information relating to the field of gifted education (i.e. history, laws, etc.), details characteristics of gifted students from various populations, describes how such students are identified and assessed, and presents up-to-date, research-based pedagogy relating to curriculum design and instruction. It draws upon experts in the field to present content in a practical way so that it is applicable to pre-service and classroom teachers. Chapter summaries and questions for thought and reflection are included at the end of each chapter to help guide classroom discussion. In addition, each chapter provides a listing of useful resources that enables the reader to extend their learning on a

particular topic or issue.

Brilliant Activities for Stretching Gifted and Talented Children Ashley McCabe Mowat 2008 A compilation of group and individual activities designed to stretch the mental skills of gifted and talented children.

Applied Practice for Educators of Gifted and Able Learners Hava E. Vidergor 2015-07-21 This book is a comprehensive study and guide for the classroom teacher, the gifted program coordinator, and the graduate student, who are challenged daily to provide for individual children who differ markedly but come under the umbrella of giftedness. It serves as a wellspring that derives from theory while it offers practical application of theoretical construct in a wide variety of international settings from leaders in the field who demonstrate implementation of proven and field-tested techniques and alternative scenarios to accommodate every classroom situation. Contributors are internationally recognized experts who have come together to provide a sound, reliable source for teachers of the gifted that will be utilized time and time again by practitioners and researchers alike. Among internationally renowned scholars are: Joyce Van Tassel-Baska, Susan Johnsen, June Maker, Belle Wallace, Linda Kreger-Silverman, Dorothy Sisk, Gillian Eriksson, Miraca Gross, Gilbert Clark, Enid Zimmerman, and Rachel McAnallen. Hava E. Vidergor Ph.D. is lecturer of innovative pedagogy and curriculum design at Gordon Academic College and Arab Academic College of Education and holds a Ph.D. in Learning, Instruction and Teacher Education with specialization in Gifted Education from the University of Haifa, Israel. Carole Ruth Harris, Ed.D., formerly Director of G.A.T.E.S. Research & Evaluation, is a consultant in education of the gifted

in Central Florida who holds the doctorate from Columbia University where she studied with A. Harry Passow and A.J. Tannenbaum. She has served as Associate in International Education at Harvard University, Research Associate at Teachers College Columbia University, lecturer at University of Massachusetts, Lowell and University of Hawaii, Principal Investigator at Research Corporation of the University of Hawaii, and Director of the Center for the Gifted in Ebeye, Marshall Islands. *A Menu of Options for Grouping Gifted Students* Karen B. Rogers 2006 From grouping by ability, to grouping by interest, to grouping by learning style, the use of grouping in the gifted and regular education classroom has proven to be a successful method of instruction for students. Grouping provides teachers with an effective means of providing gifted students with challenging coursework and access to advanced content, and gives students an avenue to create a peer group of other gifted students. Karen B. Rogers, a leader in the field of gifted education, provides teachers with practical advice for choosing a grouping option that best fits their students and information on how to assess their grouping choices. This book gives teachers tips for grouping gifted students in and out of the classroom and provides a menu of options for serving gifted students. This is one of the books in Prufrock Press' popular Practical Strategies Series in Gifted Education. This series offers a unique collection of tightly focused books that provide a concise, practical introduction to important topics concerning the education of gifted children. The guides offer a perfect beginner's introduction to key information about gifted and talented education. Educational Resource Teaching Gifted Children Aimee Howley 1986 Preparations

- Evaluation - Instruction - Individuals and systems - Pace and content - Enrichment - Instructional format - Social implications___

Acceleration Strategies for Teaching Gifted Learners

Frances A. Karnes 2005-01-01 Acceleration, or the idea that gifted students should be allowed to move more quickly through a subject area, is a practice supported by a wide body of research. However, it can be a challenge to implement. This book focuses on multiple strategies for accelerating gifted children in any school setting. In this concise introduction to the topic, Dr. VanTassel-Baska offers many teacher-friendly ways in which acceleration can be employed in classrooms at all levels and in all subject areas. The author offers specific strategies for identifying candidates for acceleration, programmatic approaches to employ, and teacher strategies to use for content acceleration in the classroom. This is one of the books in Prufrock Press' popular Practical Strategies Series in Gifted Education. This series offers a unique collection of tightly focused books that provide a concise, practical introduction to important topics concerning the education of gifted children. The guides offer a perfect beginner's introduction to key information about gifted and talented education. Educational Resource

Differentiating the Curriculum for Gifted Learners 2nd Edition

Wendy Conklin 2015-01-01 This second edition provides teachers with practical information and support for meeting the needs of advanced learners in today's classrooms. Included is research about the definitions of giftedness, identification procedures, and the various types of programs developed to specifically address gifted learners' needs. Featuring classroom scenarios, suggestions for diverse learners, and a

variety of lesson ideas, this resource supports the purposeful differentiation of the curriculum across the content areas. A useful guide for all grades, this book will cut through the confusion surrounding what to differentiate and how to differentiate.

Teaching the Gifted and Talented in the Science Classroom William D. Romey 1988

Differentiation for Gifted and Talented Students Carol Ann Tomlinson 2004-03-06 Focusing on the link between gifted education and general education, this resource discusses the benefits of differentiating curriculum and instruction.

Teaching Gifted Learners in STEM Subjects Keith S. Taber 2017-07-31 This book offers an overview of programmes designed to support the learning of gifted and talented students in STEM subjects, both to allow them to meet their potential and to encourage them to proceed towards careers in STEM areas. The chapters from a range of national contexts report on perspectives, approaches and projects in gifted education in STEM subjects. These contributions provide a picture of the state of research and practice in this area, both to inform further research and development, and to support classroom teachers in their day-to-day work. Chapters have been written with practitioners in mind, but include relevant scholarly citations to the literature. The book includes some contributions illustrating research and practice in specific STEM areas, and others which bridge across different STEM subjects. The volume also includes an introductory theoretical chapter exploring the implications for gifted learners of how 'STEM' is understood and organized within the school curriculums.

Characteristics and Identification of Gifted and Talented Students Frederick B. Tuttle 1980 The document

on characteristics and identification, is the first book in a multimedia program "Educating the Gifted and Talented," a series designed to provide background information, supplementary materials, workshop activities, and discussion questions for individuals and teachers who work or are preparing to work with gifted and talented students. An initial section discusses some of the characteristics of gifted and talented students by focusing on individual abilities, interests, and needs and by encouraging the reader to look closely at specific students. Addressed are indicators of giftedness, problems encountered by the gifted, and the problems of definition. Supplementary materials for this section include lists of characteristics of creative gifted children, some general characteristics of gifted children, and behaviors in six talent areas. Five teacher activities are explained to help explore the underlying issues to be considered when examining characteristics of gifted individuals. A second section introduces instruments and procedures for identification and contains sample identification instruments and materials (scales, teacher checklists, questionnaires and inventories, creativity measures); sources of instruments; and a list of references. Among the instruments and materials cited are the Checklist for Culturally Disadvantaged Underachieving Mentally Gifted Minors and the Autobiographical Questionnaire. Three teacher activities related to identification conclude the document. (SBH)

Counseling Gifted and Talented Children Roberta M. Milgram 1991 There is a gap between the enormous need for counseling services and research about the counseling needs of gifted individuals, on the one hand, and the limited availability of such services and

knowledge on the other. This book is designed to give counselors, classroom teachers, gifted education specialists, and parents an understanding of the academic and social-personal needs of gifted and talented students, awareness of ways that they themselves may help these children, and an introduction to the available guidance strategies and materials. This book highlights the role of regular classroom teachers and teachers of the gifted in counseling; provides teachers, counselors, and parents with information about the wide variety of approaches to enrichment and/or acceleration; emphasizes the major role of parents in the development of their gifted children; stresses career education and guidance. Four chapters are devoted to important topics that have received very little attention to date-gifted girls, preschool gifted, disadvantaged gifted, and learning-disabled gifted. Finally, a unique feature of the book is a chapter in which fictional portraits of gifted and creative children are presented and analyzed.

Education of the Gifted and Talented Gary A. Davis 2004 This practical resource presents the best ideas and practices in the field of gifted education. From planning a sound gifted and talented program to the evaluation of a program, this leading text explores contemporary program models, problems of minority, disabled, and female gifted students. Chapters on creativity and teaching thinking skills--two concepts central to gifted education--help the reader understand creative students, creative processes, and how to foster high levels of creative thinking (Chs. 10 & 11). ("Education of the Gifted and Talented, 4/e") is current and accurate. Couldn't ask for a better text." Michael F. Shaughnessy, "Eastern New Mexico University"

"The authors have mastered the fine art (of) writing in an interesting and intellectually challenging manner: no small feat...I love this book!" Amy P. Dietrich, "The University of Memphis" "The comprehensiveness of the coverage for an introductory text is a major strength." Sally M. Reis, "University of Connecticut"

Designing Services and Programs for High-Ability

Learners Jeanne H. Purcell 2006 Build a program from the ground up or improve existing services with the guidelines, practical tips, templates, and action plans in this comprehensive yet practical guide.

Educating the Gifted and Talented Catherine Clark 2013-01-11 Following the publication of the House of Commons Education Select Committee Report in 1999, the Department of Education and Employment has set up a number of initiatives, including Excellence in Cities, to address the problematic issues relating to provision for gifted and talented pupils in primary and secondary schools. This book rehearses and develops further the central idea put forward by the authors in the first edition titled Educating Able Children that teachers remain the essential resource to ensure appropriate provision for gifted and talented pupils. They suggest ways in which teachers may become an effective and efficient resource; consider how teachers might take advantage of current initiatives to facilitate their own professional development; provide ideas at classroom, departmental and school level to facilitate appropriate provision, and include a comprehensive and up to date list of resources.

Teaching Students With Gifts and Talents Bob Algozzine 2006-03-21 The authors help educators identify gifted and talented students, present effective instructional approaches such as enrichment and acceleration, and

review characteristics related to exceptional students. **Policy and Practice in Science Education for the Gifted** Manabu Sumida 2017-03-16 Gifted education has come to be regarded as a key national programme in many countries, and gifted education in science disciplines is now being recognised to be of major importance for economic and technological development. Despite these initiatives and developments internationally, there are very few discussions on gifted education in science drawing upon practices and experiences in different national contexts. In support of an international dialogue between researchers and practitioners, often working within isolated traditions, this book offers information on key influential approaches to science education for gifted learners and surveys current policy and practice from a diverse range of educational contexts. The volume offers an informative introduction for those new to studying gifted science education, as well as supporting the development of the field by offering examples of critical thinking about key issues, and accounts of the influences at work within education systems and the practical complexities of providing science education for the gifted. The contributions draw upon a variety of research approaches to offer insights into the constraints and affordances of working within particular policy contexts, and the strengths and challenges inherent in different approaches to practice. Chapters include: Teaching science to the gifted in English state schools: locating a compromised 'gifted & talented' policy within its systemic context Models of education for science talented adolescents in the United States: Past, present, and likely future trends Navigating the shifting terrain between policy and practice for gifted learners in Tanzania Science

education for female indigenous gifted students in the Mexican context Gifted Science Education in the Context of Japanese Standardization This book will appeal to scholars, practitioners and policy makers who are in the field of gifted science education.

Expert Approaches to Support Gifted Learners Margaret Wayne Gosfield 2008-01-15 Educators and parents need practical information they can use now to help them best understand and support the gifted learners in their lives. Because of the unique social and emotional needs faced by gifted learners—not to mention the unique academic needs—teaching and parenting them can be as demanding as it is rewarding. These 36 articles provide much-needed help. They are a “best of” from the last seven years of the Gifted Education Communicator, the national publication of the California Association for the Gifted. With contributions from respected scholars as well as new experts in the field, this book is sensitive, positive, and packed with ideas and up-to-date facts.

Teaching the Gifted and Talented Oral Communication and Leadership Paul G. Friedman 1980 As part of the "Educating Gifted and Talented Students" series, the booklet offers the teacher guidelines for facilitating communication abilities in gifted children. Following an introduction, a first chapter lists characteristics of students gifted in speech communication and leadership. The essence of giftedness in speech communication and leadership is seen to be the capacity for effective flexibility. Additional characteristics of leadership and speech communication abilities are mentioned in a second chapter and three methods (including showing ambiguous pictures to students and asking them to describe what they see portrayed) for identifying

leadership and communication abilities are outlined. A final chapter, which makes up the bulk of the booklet, describes strategies for teaching oral communication. A purposes section discusses the general directions or goals for communication instruction aimed at the gifted. The section on practices suggests methods for achieving those goals, methods especially applicable for gifted students. A programs section deals with integrating the suggested methods into the classroom setting. Among procedures considered are experiential learning, individualized learning, independent study projects, and internships. Appendixes include information on introspection activities, teacher/student agreement on course ground rules, a troubleshooting checklist, a leader's brief, and steps for program evaluation. (SBH)

Curriculum for Gifted and Talented Students Joyce VanTassel-Baska 2003-11-06 This ready reference offers decision makers the tools they need to shape a successful and enriching curriculum for gifted students. *Teaching Gifted Kids in the Regular Classroom* Susan Winebrenner 2009-01-11 Presents guidance for identifying and teaching gifted students in mixed-abilities classrooms.

Igniting Creativity in Gifted Learners, K-6 Joan Franklin Smutny 2008-10-29 Provide exciting, enriching learning experiences for gifted students through proven strategies from master teachers! With contributions from experienced educators, this book helps elementary school teachers use creative methods to enhance gifted students' learning and stimulate higher-level thinking, discovery, and invention. Linked to curriculum standards, the numerous ready-to-use strategies, activities, and examples help teachers: Inspire students in reading, writing, social studies, mathematics,

science, and the arts Tie creative processes to learning outcomes Incorporate technology into instruction where appropriate Encourage students to explore new avenues for thinking and learning

Including the Gifted and Talented Chris Smith 2006-06-01 This single volume presents the views of experts from the field which challenge the assumption that educational inclusion relates only to those pupils with learning difficulties. In this book, the authors examine the extent to which a truly inclusive context can provide a challenging environment for gifted and talented pupils. Key issues explored include: the social and emotional aspects of being a gifted and talented pupil the pros and cons of being labelled gifted and talented in very young children why 'regular' classrooms are the best place to educate gifted and talented pupils modifying the basic school curriculum to meet the needs of gifted and talented pupils What is submerged talent and how can it be found? As the Government has recently initiated the Excellence in Cities scheme, this thought-provoking volume is an invaluable read to student teachers, practitioners, academics and researchers who wish to further their study in this hot topic.

Teaching the Gifted and Talented Learners Robert Stuart Oyesigye 2011-10 Gifted and talented learners need extra support from teachers so as to benefit from the learning situation. Many teachers however continued to advocate that they can be self supporting. This has left the Gifted & talented learners frustrated leaving some to drop out of school or become indisciplined. This book following a study on what teachers can do to support the Gifted and talented learners in the mainstream school in the United Kingdom shares with you on the methods and techniques of supporting the Gifted and talented

learner. This book is good for teachers of all levels/grades, parents and caregivers for the tips will help you not to take your your child's actions for granted but to try to explore what the child actually meant by his actions or words Dont be surprised to explore your child's potentials and after reading this book.

How the Gifted Brain Learns David A. Sousa 2009-07-30 Translates the latest neuroscientific findings into practical strategies for identifying, understanding, and engaging gifted learners in different subjects, grade levels, demographics, and special need areas.

Teaching Gifted and Talented Learners in Regular Classrooms Roberta M. Milgram 1989 Grade level: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, k, p, e, i, s, t.

Instructional Units for Gifted and Talented Learners TX Assoc for Gifted 2004-01-01 This new offering from the Texas Association for the Gifted and Talented contains sample units written, taught, and revised by a group of Texas teachers. Teachers from around the state submitted successful "tried and true" units for possible inclusion in an elementary curriculum publication. A committee selected 13 units for inclusion in the new publication, all of which have been aligned with the Texas Essential Knowledge and Skills (TEKS). Featuring ready-to-use instructional units aligned with national standards, this book is guaranteed to save you hours of planning time. From a simulation of the Middle Ages, to producing a student-run magazine, to analysis of folk tales, to the science behind hot air balloons, the creative lessons in this book cover the core academic areas. These sample units are yours to adapt and modify to meet the needs of the students in your classroom. Use them to enrich the learning experiences of your gifted and talented children!

Education of the Gifted and Talented Gary A. Davis 2011
For courses in Giftedness, and Gifted/Talented Education. "This top-selling comprehensive text by leaders in the field presents the best practices in gifted education." The sixth edition has been thoroughly revised, most notably with the latest research on acceleration, curriculum models, underachievement, culturally and economically disadvantaged students, gender issues, and dual exceptionalities. The content is further supported and enhanced by the inclusion of numerous practical strategies that can be implemented in the classroom, case studies that help teachers identify student needs, summaries of research on effective programs, emphasis on pedagogy and on social-emotional needs, heightened awareness of less visible sub-groups within gifted populations, and an amusing, witty writing style that adds to the appeal of this best-selling book. NEW! Readability, comprehensiveness, and humor enhance the excellence of this best-selling text, long recognized as the most popular introductory text in the field. Readers will acquire a thorough knowledge of the field, will be intrinsically motivated to read the material, and will enjoy the amusing writing style of the sixth edition. NEW! Thoroughly updated descriptions of acceleration, enrichment, and grouping options such as the Templeton Report on acceleration and the Parallel Curriculum Model are highlighted in the text to help teachers in both their understanding of what is available for gifted students and planning a program that includes sensible options. This broad overview of classroom approaches meets the pedagogical needs of gifted students and will have foundational research to gain support from school administration for initiating sound programs. Found in Chapters 5, 6, & 7. NEW!

Discussion of underachievement, cultural and economic disadvantage, female underachievement, learning and emotional disabilities (dual exceptionalities), over-diagnosis and misdiagnosis of disorders is located in Chapters 12 through 15. Pre-service teachers will be sensitized to the psychological and cultural issues that cause some children's gifted performance to become invisible in their schools, and learn practical strategies for engaging these children in achievement and understand them better. Case studies of underachieving giftedness give readers a deeper insight into these pertinent issues as well. NEW! Teacher's Guidebook for instructors available for adopters of the sixth edition text. The instructor's guide will feature a wealth of information to use with students, including discussion questions, project suggestions, and sample tests. "

Designing Services and Programs for High-Ability Learners Rebecca D. Eckert 2016-08-29 The updated, comprehensive guide to developing or enhancing gifted programming With new perspectives based on recent research and the updated National Association for Gifted Children Programming Standards, this second edition of *Designing Services and Programs for High-Ability Learners* provides educators with the comprehensive, practical advice they need to support today's gifted learners. Written by leading experts, each chapter focuses on a key feature of high-quality gifted programs and takes into account current educational trends, such as the Focus on diversity to ensure underrepresented populations are screened for gifted education Collaboration with special education to ensure students with disabilities have access to programming Use of technology Development of local policies to support

gifted education

Teaching Gifted Children 4-7 Valsa Koshy 2013-10-18 This book offers practical guidelines on how to identify gifted and talented young children and looks at ways to enhance their learning opportunities. Provided are a wealth of practical, tried and tested strategies that readers will be able to use in their classrooms with confidence. It includes advice on how to create the right classroom environment, guidance on how to assess and record children's talents, a list of suggested appropriate resources, and help with planning the curriculum. The emphasis is on creating a classroom environment that encourages children to be engaged in higher order thinking skills, exploration and creativity; the importance of play and the role of questioning is highlighted. Using case studies of young gifted children and rooted in theoretically sound principles, this book makes a significant contribution to the learning and teaching of younger children. Teachers, teaching assistants, advisers, Gifted and Talented Coordinators and training teachers will find this book relevant to their needs.

Teaching the Gifted Child James John Gallagher 1985 Helps future teachers examine the characteristics of gifted students and presents methods of modeling the classroom curriculum to meet the needs of these gifted students. This thoroughly updated edition gives the latest information, new insights, expanded coverage, and additional pedagogy, while retaining the comprehensive scope and excellent writing that have made this a leading text in the field. Courses in Introduction to Gifted Students or Education of the Gifted. Copyright © Libri GmbH. All rights reserved.

Designing and Developing Programs for Gifted Students

Joan Franklin Smutny 2003 Gifted programmes are a lot of work and often require great vision and resiliency to sustain, however, they have the potential to change lives. When managed and developed properly, gifted programmes can create changes in their students that endure beyond the length of the programme. Children can begin to take hold of their own talents when they gain confidence in themselves and their interests. Families can assume a stronger leadership role in advocating for the needs of their children once they understand what practical steps they can take and how to take them. *Designing and Developing Programs for Gifted Students* presents the insights and experience of practitioners in the field of gifted education to explore how gifted programmes work, what they can do for families, and the steps others have taken to develop successful programmes in different environments. This joint publication with the National Association for Gifted Children provides readers with the information and tools necessary for designing and developing gifted programmes in any school district. The chapters are compiled in such a way to be accessible to researchers, non-specialists, teachers and administrators.

Teaching Advanced Learners in the General Education

Classroom Joan Franklin Smutny 2011-08-22 Low-stress tips for challenging high-ability learners Many teachers ask: "What do I do for students who finish their work before everyone else?" If you would like to do more for gifted students and need simple strategies that you can use tomorrow, this book is for you. Inside are helpful methods for challenging students who need more than the regular curriculum can provide. The authors provide practical tools, including: Tips for using existing resources and potential A progression from simpler to

more complex adjustments for advanced learners Specific lessons for language arts, math, science, social studies, and the arts

Questioning Strategies for Teaching the Gifted Elizabeth Shaunessy 2005-01-01 In order to stimulate creative development among gifted students, the use of questioning techniques has proven to be a successful strategy for encouraging purposeful inquiry. Students need to learn to generate alternatives to solving real-world problems, and teachers can help them do this by regularly incorporating divergent questions in the classroom. Teachers can incorporate questions effectively by knowing the various purposes, types, and intended outcomes and by establishing a classroom climate that promotes active engagement, exploration, and inquiry to further student achievement. Learn to generate classroom or small group discussions that challenge students to think critically and creatively. Elizabeth Shaunessy offers classroom-tested strategies for developing questions and activities that challenge students to think in new ways. Create a mutually respectful classroom climate and design appropriate questions to elicit higher level thinking from your

students. This is one of the books in Prufrock Press' popular Practical Strategies Series in Gifted Education. This series offers a unique collection of tightly focused books that provide a concise, practical introduction to important topics concerning the education of gifted children. The guides offer a perfect beginner's introduction to key information about gifted and talented education. Educational Resource *Discovering and Developing Talents in Spanish-Speaking Students* Joan Franklin Smutny 2012-08-02 ¡Atención! Recognize the strengths of Spanish-speaking students! How do you nurture the gifts and talents of the growing population of Hispanic students? This book provides teachers and leaders with the skills needed to uncover each child's abilities and ultimately boost achievement for gifted Spanish-speaking students. Packed with strategies that teachers can use immediately to enhance instruction and assessment, this book shows how to: Recognize students' unique strengths Identify and develop the gifts of bilingualism and different cultures Create challenging learning experiences for every student in the class Adapt tools and strategies to meet each learner's unique needs Connect with parents and the greater Spanish-speaking community