

MISS KELLY'S OPEN HOUSE

Sept. 12, 2024
5:00 - 5:30 P<



Our Agenda

Highlights of the Gifted
Resource Program at LSE.

Share our schedule
for this year.

Q&A!

A DIFFERENTIATED CURRICULUM



Gifted Education calls for the differentiation of content, process, product, and affectives.

At Lake Sybelia, your child participants in a **Gifted Resource Classroom**. Students will leave their general education classroom to attend Gifted class.

While in our class, your child will be working towards mastering the goals on their **Educational Plan** (EP/IEP).

At the elementary level, Gifted is an ungraded program. Your child will receive a **Gifted Progress Report** at the end of each semester.







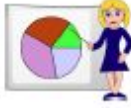
REMINDERS FROM YOUR STAFFING MEETING

The Gifted Framework

Provided by the state of Florida, the **Gifted Framework** provides guidelines which support a challenging and rigorous curriculum that enhances the existing standards in order to meet the needs of Gifted students in Florida schools.

These Framework domains are likely featured in your child's EP (**Educational Plan**) which you participated in creating during your child's staffing meeting.



Fields of Study		EXAMINATION of KNOWLEDGE	Critical analysis of knowledge: ~ locate, define, organize ~ basic principles/foundational concepts ~ investigative methodologies	Content
		QUESTIONING	Questioning in various fields of study: ~ identify ~ generate (create) ~ evaluate & refine (adapt & assess)	
		RESEARCH & EXPLORATION	Conduct thoughtful research: ~ research tools/methodologies ~ information sources ~ bias & reliability ~ ethical standards	
Processing		PROBLEM SOLVING	Think critically & creatively to: ~ identify/investigate ~ arguments from multiple perspectives ~ analyze relevance/reliability/usefulness ~ various problem solving methods	Process
		LEADERSHIP	Assume leadership & participatory roles: ~ divergent views to effect change ~ identify traits & qualities ~ observe ldrshp. in individuals/situations ~ manifest skills & organize groups	
Production		GOALS	Set & achieve personal/academic/career goals: ~ identify strengths & weaknesses ~ primary responsibility for learning ~ identify needs & set goals ~ design plans of action	Affect
		PRODUCTS & PERFORMANCES	Production to demonstrate understanding: ~ products of expertise ~ products of synthesis ~ variety of authentic audiences ~ illustrate solutions/perspectives	
				Product

Our Schedule

Gifted Services 2024-2025

Grade 5	Tuesdays 9:00 - 12:40 (Students leave me for Specials with homeroom classes.)
Grade 4	Tuesdays 9:00 - 12:10 (Students leave me for Specials with homeroom classes.)
Grade 3	Wednesdays 9:00 - 11:00
Grade 2	Wednesdays 9:30 - 11:30
Grade 1 & KG	TBA: Varies by need, schedule, etc.



Our Time Together

Grades 2-3

Gathering:

- ~ Giggle of the Day & Interesting Fact
- ~ Discussion about the day

Work Time:

- ~ Jumpstart: A game or puzzle to get us started
- ~ **Thinking Skills**: Building thinking skills
- ~ Activities: tasks requiring **problem solving**, **critical thinking**, **creativity**, etc.
- ~ Digging deeper into **information**
- ~ Breaks with **strategy** games

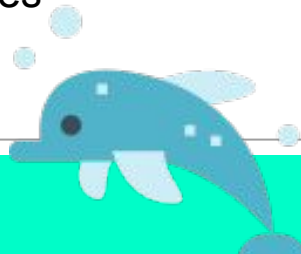
Grades 4-5

Gathering:

- ~ Opinion Continuum & Giggle of the Day
- ~ Discussion about the day

Work Time:

- ~ Some of our activities are short and sweet while others will last our whole day together!
- ~ Activities: **Research / Information-Management** tasks, **Production** activities, **Problem Solving** tasks, **Questioning**, **Leadership**, **Goal Setting**, etc.
- ~ We'll have a Brain Break every now and then to help us stretch our legs and refocus



An Analogy

You know how most pasta dishes have a noodle, a sauce, and a meat, right?

Well, similar to pasta, most of our larger activities have an information component (Research), a solving component (Problem Solving), and a creative (Production) component.

Some activities will feature a large Research task along with a smaller Problem Solving and Production tasks, while others will be all about the Solving while using a Research and a Production piece along the way.



A Sports Logic Puzzle

Four children are great friends. Use the clues below to find out which sport each child plays.



	Basketball	Baseball	Volleyball	Soccer
Brad				
Jenny				
Frank				
Susan				

- Brad plays a sport that begins with the same letter as his name.
- Jenny has to kick the ball in the sport she plays.
- Frank hit two home-runs this season.



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Name: _____

Date: _____

Diving Into Information

Specialty Words

I can identify words that are special or particular to this topic.

Details

I can identify details that are important in this text and topic.

Multiple Perspectives

I can identify multiple points of view or positions in this topic.



(Based on Depth & Complexity Icons created by Dr. Sandra Kaplan.)

About Me Facts

servings per

Serving size

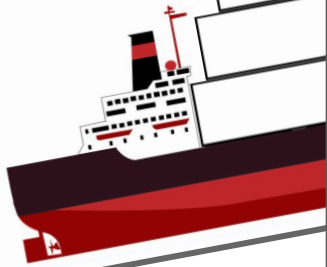
% Daily Value*

QUICK FACTS:

AVOID TOO MUCH:

GET ENOUGH:

Fact Collection: This is a shipping problem, right? So store a few facts on the ship.



Name: _____

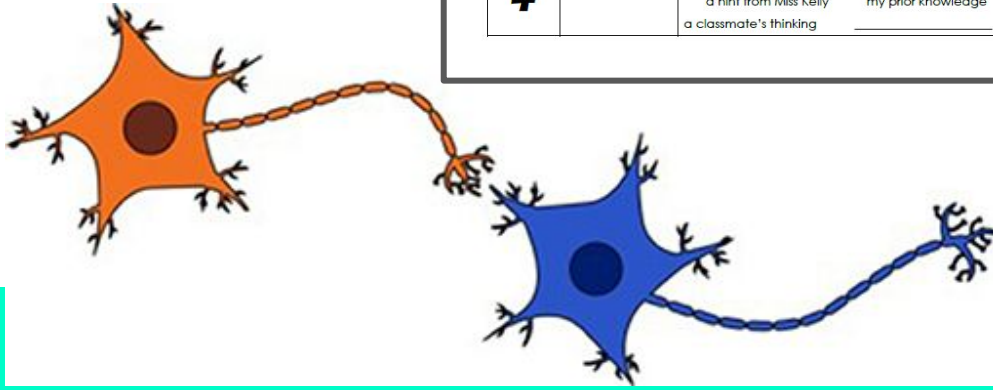
Date: _____

Breakout Tracker



Who is on your team? _____

Lockable	Secret Code	What Helped Your Class/Group Discover the Code? <small>(circle all those that apply)</small>	What's Inside?
1		wild guessing help from a clue in the room a hint from Miss Kelly my prior knowledge a classmate's thinking _____	
2		wild guessing help from a clue in the room a hint from Miss Kelly my prior knowledge a classmate's thinking _____	
3		wild guessing help from a clue in the room a hint from Miss Kelly my prior knowledge a classmate's thinking _____	
4		wild guessing help from a clue in the room a hint from Miss Kelly my prior knowledge a classmate's thinking _____	



Name: _____ Date: _____



MY ENGINEERING PLAN

ASK?

Write the problem as a question:

(Example: How can I keep my dog from escaping every time the front door is opened?)

Imagine

On the back of this page, make a loooooooooooooong list of ideas to help solve this problem. Write your total here.

Plan

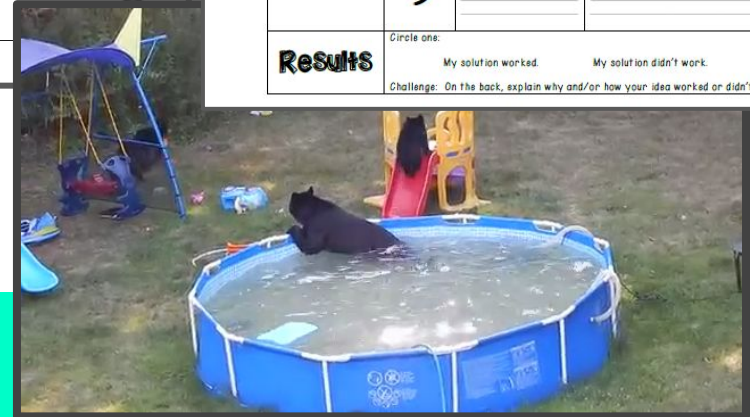
Draw your best idea below:

CREATE & IMPROVE

Attempt	Results	Improvements
1		
2		
3		

Results

Circle one:
 My solution worked My solution didn't work.
 Challenge: On the back, explain why and/or how your idea worked or didn't.



Cognition Training

Teaching kids **how** to think, not **what** to think.

Introducing, highlighting, and exploring the **skills and processes** that make up *good* thinking.

Weaving the **discussion and analysis** of thinking into our activities and productions.

Becoming **scholars of good thinkers**, those people in our society and in our history who have been celebrated for their thinking abilities!

Reflecting on our thinking processes.

THINKING...



THE THINKERS' TOOLBOX

Justify



Fluency



Associate



Hypothesize



Adapt

Put To Other Uses



Classify

Compare

Symbolize



Elaborate



Substitute

Ambiguity Can Be Tricky

... some kiddos love it,

... some kids really dislike it - especially perfectionists & our small-comfort-zone kids,

...some of our young people struggle with it at first,

... either way, these children need to learn to work within it – it is often a significant part of their inner-world and their outer-world.



Good Things to Know

We call it “Miss Kelly’s Class”, not “Gifted”.

Bring a snack if you’re missing in-class
snack time!



We call this "Miss Kelly's Class".

We are here to learn.

Miss Kelly is like a thinking coach and
this classroom is like a gym for your brain.

We can and will do hard things, thoughtful things, thinky things, new
things, old things, different things, and more!

We are a classroom family; It's our job to care
about each other & help each other learn.

Challenging our skills, talents, and abilities is important. Being a
caring person is also important.

Everyone has gifts & talents. Supporting other people's gifts
is a gift, too.

Q&A



Do I Need to Provide Anything for Miss Kelly's Class?

Miss Kelly's Supply List 2024-2025

	Returning to Miss Kelly's Class	New to Miss Kelly's Class
Every Student Needs	<p>Returning students should not need any new supplies!</p> <p>Students who attended Miss Kelly's Class last year should already have these items in our classroom:</p> <ul style="list-style-type: none">~ 1 composition notebook~ 1 binder*~ 1 set of dividers	<p>1 composition notebook: ~ <u>sewn binding</u>, hardcover, any color. (Please note: The very inexpensive composition notebooks have pages that are very hard to erase and often tear.)</p> <p>1 three-ring binder*: ~ 2 to 3 inches thick, "D-rings" preferred ~ white binder, with a see-through front cover pocket, if possible</p> <p>1 set of dividers for a three-ring binder: ~ 4-8 dividers (for inside the binder) ~ any type/kind/color</p> <p>1 pckg. of Kleenex/tissues: ~ any size/type/brand</p>
	<p><i>*Your child's work will be kept in this binder until the end of 5th grade. The younger they start our class, the more space they will need! If your child's notebook and/or binder is full and they need a 2nd notebook or larger binder, Miss Kelly will let your child know!</i></p>	

If You Can!

We Can Always Use

No. 2 Pencils - any amount, pre-sharpened if possible

Kleenex - any size/type

Clorox/Lysol Wipes - any size/type

Thank
you!



Above and Beyond!

Miss Kelly's Amazon Wish List: <https://tinyurl.com/misskellysewishlist>

Feel free to check out our classroom Amazon Wish List for this year! You can purchase any items on the list and they'll be shipped straight to the school!

Gift Cards for Classroom Use: *Amazon, Michaels, Target, Staples*



Thank you!

How Will I Know What's Happening in Miss Kelly's Class?



Step One: Ask your child!



Talking Points!

We're using Talking Points this year.



Miss Kelly's Class Travel Folder

We send this home every week. Your child's work always needs to be returned to school for inclusion in their portfolio of work.




Miss Kelly's Website:

<http://teacherpress.ocps.net/deirdrekelly/>

(It does exist, but we're having an issue. Load twice & you can see what's there!)

How Will I Know How My Child Is Doing?

Ask your child.  Learners benefit from being able to talk about their experiences & how successful they feel with different learning tasks.

Self-reflection is a valuable life skill!


Rest assured, beyond self-reflection, there is an 'official' procedure as well. You will receive a **Gifted Progress Report** at the end of each semester, indicating your child's progress on their EP goals.

But, wait! There's more!

Similar to a swimming class, your child will be receiving **feedback** while we "swim around" in our topics and activities. Coaching while we work together, from specific corrections to suggestions for improvement, assistance, tweaks, ideas, etc. will be part of our time together.

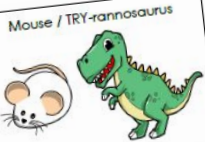
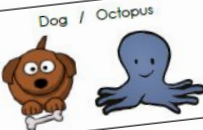


From time to time you may see a minus, a check, or a plus on your child's work. (Or a check-minus / check-plus!) This is a quick feedback scale we use (mostly in 3rd - 5th grades) so students know what Miss Kelly thinks of that task/effort.

Our Feedback Scale: Here is a reminder of what our Feedback Scale means.

<p style="text-align: center;">—</p> <p style="text-align: center;">Minus</p> <p>I am not working up to my potential. There is much more I can and should be doing. If I keep going at this pace, I am probably not going to meet my goals.</p>	<p style="text-align: center;">✓-</p> <p style="text-align: center;">Check-Minus</p> <p>I am pretty close to being "on target", but there is something in my work/effort that I need to step up a notch to get there.</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">Check</p> <p>I am "on target". My work shows that I am getting this and moving forward.</p>	<p style="text-align: center;">✓+</p> <p style="text-align: center;">Check-Plus</p> <p>I am "on target" – and something about my work or attitude shows extra effort!</p>	<p style="text-align: center;">+</p> <p style="text-align: center;">Plus</p> <p>Not unlike unicorns & leprechauns, a "plus" sighting is rare! To earn this score, I need to go past where Miss Kelly was aiming ... and that Miss Kelly, she aims pretty high already!</p>
<p style="text-align: center;"> This "check" range is our target area... this is where we usually "live". A "check" means that we are moving forward & making progress in our skills.</p>				







DESK HELPER FOR

How I Feel About My Work

Making Progress	Mouse / TRY-rannosaurus 
Help Needed	Dog / Octopus 
Feeling Capable	Elephant 
Doing This Very Well	Peacock / Orca / Hammerhead / Dragon 

DESK HELPERS FOR TAKING

Using My Work Habits – On Purpose

Focus	Monkey 	"Please DON'T MONKEY AROUND near me. I want to get my work done."
Challenge Seeking	Bighorn Sheep 	"I'm CHALLENGING MYSELF to 'climb' higher and higher on this assignment!"
Risk Taking	Turtle / Giraffe 	"I'm sticking my neck out and TAKING A RISK . I'm trying something new/different."
Thoroughness	Sloth 	"I'm going to SLOW MY ROLL & work step-by-step on this task so I can make sure each part is THOROUGH & COMPELTE before moving on."
Planning	Raven 	"I'm going to write a PLAN <u>before</u> starting my work!!"
Persistence / Recovery	Fish / Starfish 	Just keep swimming! "Even if I am unsuccessful at first, I will try again so I can keep growing!"

DESK HELPERS FOR GIVING

Would one of your classmates benefit from having a Desk Helper? You can choose a Desk Helper and put it on his/her work space. When you do it, just make a simple statement about why you are giving them a Desk Helper. Try not to interrupt their work.

Remember, giving someone a Desk Helper should always be a positive experience for the receiver.

The receiver can keep the desk helper until the end of that activity, then they should return it to the zoo.

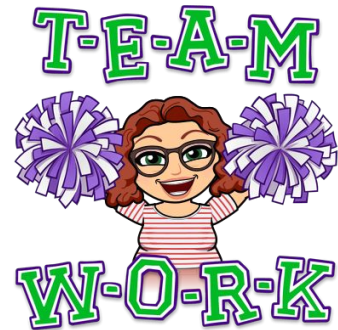
Seal 	You've earned a ' SEAL OF APPROVAL ' from someone!
Lion / Tiger 	You've earned a ' PRIDE MEMBER ' from someone! They're PROUD of you for something great!
Unicorn 	The giver of this desk pet thinks your work is UNIQUE .
TRY-rannosaurus 	The giver of this desk pet can see that you are TRYING very hard.

How Can You Help at Home?

Model good thinking and discuss thinking in your home. Model flexibility of thought (accepting new information, modifying your thinking, etc.).

Encourage & expose your child to various topics, ideas, possibilities, etc. Feed interests as long as they last and change it up when they migrate to another topic.

Ask questions and **listen** to the answers.



THANK YOU
FOR COMING



Questions? Problems? Needs?

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GRATEFUL

