

Gifted & Talented Newsletter

Maria's Message:

It is hard to believe we are at the start of yet another school year. In the upcoming year in this newsletter, we will be addressing best practices for providing services for our GT students during the school day. We will address what the state requires us to provide for students once they are identified as gifted, what Amarillo ISD's plan for services requires, and how questioning can add the depth and rigor needed to ensure gifted students receive the daily challenge they deserve.

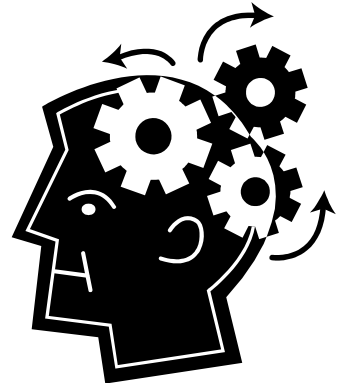
Have an idea for our newsletter or want to brag on your GT students- please share! We would LOVE to hear from you!

Here's to a great start!

Maria Chrzanowski

*GT Learning Facilitator
Amarillo ISD*

**"You must be the change you wish
to see in the world."
-Mahatma Gandhi**



Meet our New GT Staff:



Lizeth DeAnda
GT Clerk



Carey Moore
GT Curriculum



Tiffany Webb
GT Curriculum

Affective Strand

Social and emotional side of learning in the classroom, shows student's attachment to learning.

GT SCOPE & SEQUENCE

LESSON IDEAS

TEKS	GT Scope & Sequence	Whole Class	Gifted Students
(K.4B) In Kindergarten, students observe and describe the natural world using their five senses	Use the five senses and the imagination to make guesses, take risks, and follow hunches.	Students close their eyes. Each student is given a bag with distinctive items that have a unique smell or texture inside. Students smell and touch the item, then draw each item on their chart in the correct column. Items may include: lemon, chocolate, peanut butter, etc. If time permits, they can draw the usage for each item on the chart.	Students identify object(s) in a bag with closed eyes. Students describe a use for each item in a real life situation. If time permits, they can draw the usage for each item on the chart.
<u>3rd grade TEK:</u> 13) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to: (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities	Understand and respect diversification among others.	Students will pick a celebration they would like to learn more about. Students are put into groups by celebration: Kwanza, 4 th of July, Thanksgiving, St. Patrick's Day. Students will research their holiday with their group finding facts to present to the class. As a group students will write their facts on an anchor chart in the correct category: Name of celebration, date of celebration, food served during celebration, and other important information.	Students will mirror what the whole class is doing but will research less commonly known celebrations such as Chinese New Year, Cinco de Mayo, Constitution Day, Juneteenth, and Texas Independence Day.

GT Update Opportunities:

AISD Initial 30 hour Online Course

October 1st-December 1st

Registration: September 15-28th

AISD Why do you Teach GT?

Online eduphoria 6 hour update

October 1st-November 14th

Registration September 15-28th

Region 16: AAS/GT 6 hour update: Response to

Intervention (RTI) and Gifted Learners (online course)

Registration: October 3rd

Region 16: AAS/GT 6 hour update: The Construction of

Understanding Formative Assessments for Gifted

Learners (online course)

Registration: October 3rd

Region 16: AAS/GT Gifted and Talented Education for

Administrators and Counselors (online)

Registration: October 3rd

Gifted Characteristics:

You may have heard someone say "All children are gifted." This may be true in some ways, because all students do have strengths and talents. However in the educational setting the label gifted and talented has a different meaning - when compared to others his or her age, a child has an advanced capacity to learn or apply in one or more subject area. Gifted does not mean good or better; it just means that these students have an educational need that that must be addressed.

No gifted child is exactly the same; however there are many traits that they have in common. Some of the characteristics GT students display impacts the classroom positively, others can be a challenge. However, knowing these characteristics and our GT students, a teacher can prepare engaging lessons to challenge the students and avoid the negativity before it occurs.

Link to GT Characteristics:

<http://www.huberheightscityschools.org/uploads/20072151420317270.pdf>