

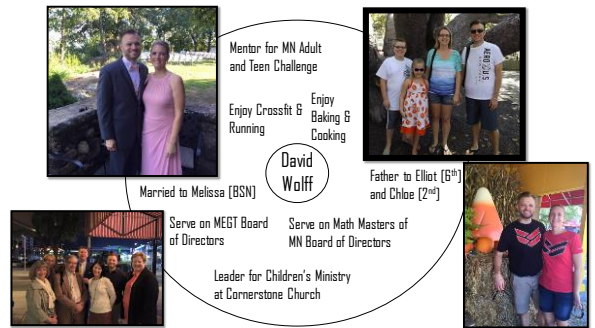
Talent in Training: Early Childhood Advance Academics



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of Gifted &
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Austin, MN

What is your Dream and Reality?

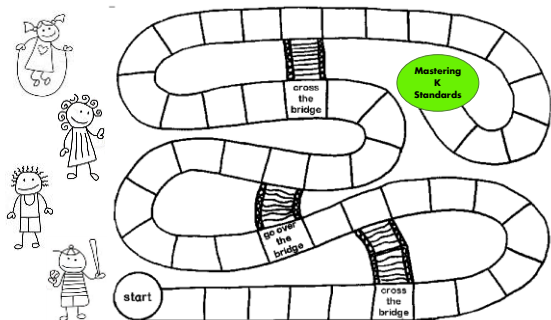
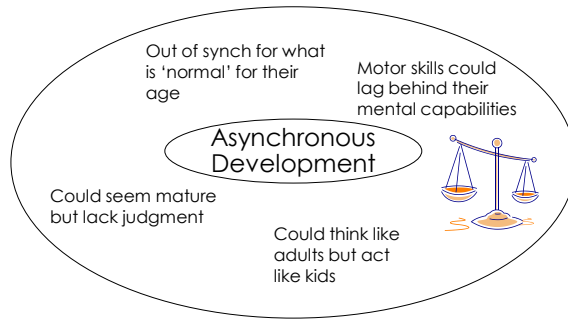
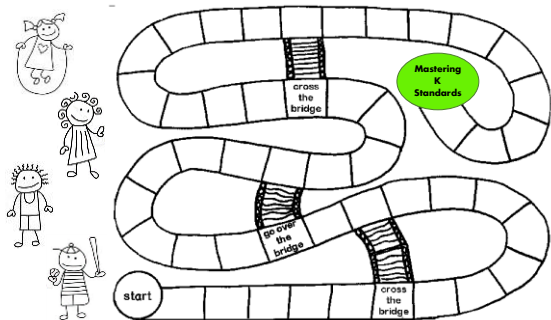
What is your dream for Advance Academic Services in your Early Childhood grades?	What is your current reality for Advance Services in your Early Childhood grades?



- Norms
- A** Ask Questions
 - E** Engage Fully
 - I** Integrate new information
 - O** Open your mind to diverse views
 - U** Use what you learn

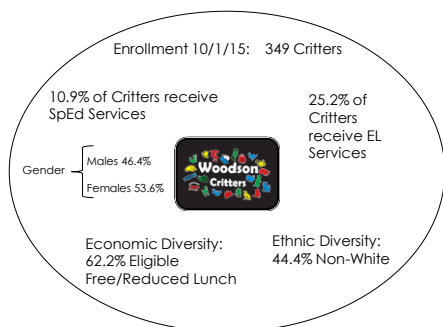
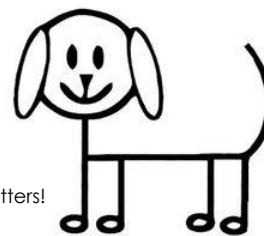
The Controversy!







Woodson Kindergarten Center

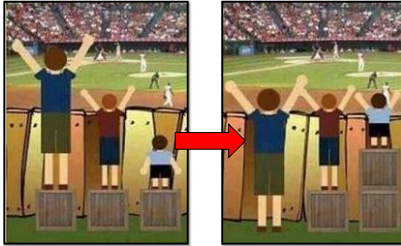
We are the Woodson Critters!



Woodson's Advanced Academics

 <p>Think like a Detective</p>	 <p>Think like a Inventor</p>

“Right fit, right now” Scaffolding



Matching Learning Needs to Advanced Academic Services

Advance Readers	Young Scholars
<p>Demonstrate reading readiness based on literacy assessments – phonics, sight words, and reading</p> <p>Meet 2 or 3 times a week for 20 minutes</p> <p>Focus is on developing critical thinking skills and writing through literature</p>	<p>Demonstrate deductive and inventive thinking skills in whole group mini-lessons</p> <p>Meet 2 or 3 times a week for 20 minutes</p> <p>Focus is on developing critical and creative thinking skills through hands-on activities, literature, and visual/spatial/nonverbal puzzles and manipulatives</p>

Young Scholars



Young Scholar Eligibility

Kindergarten:

- Whole Group Lessons with GT Interventionist
- Observed learning behaviors *[learns quickly, curious, motivated, advanced vocab in home language, creates original ideas, task commitment]*
- Demonstrated thinking behaviors *[both convergent & divergent]*

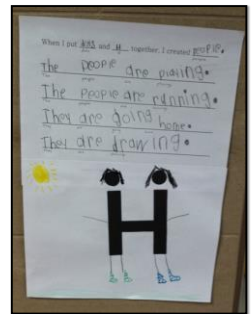
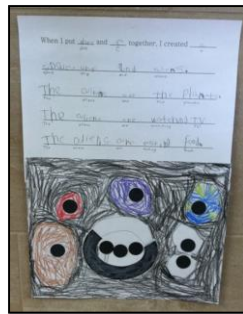
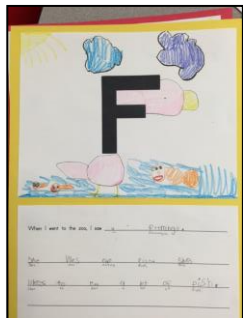
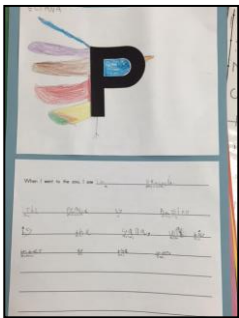
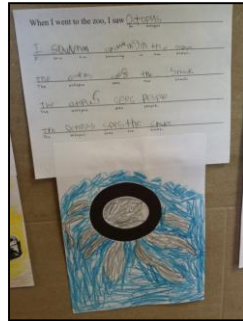
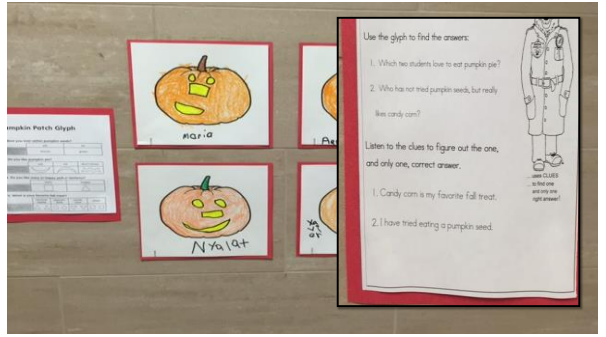
Grades 1-4: [Universal Screener; Full Battery]

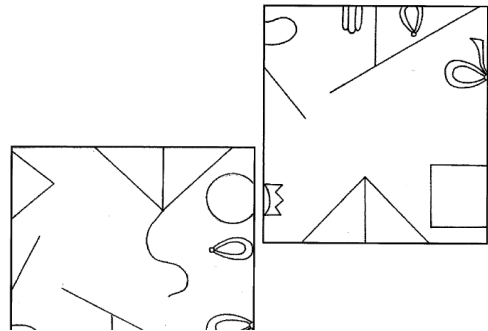
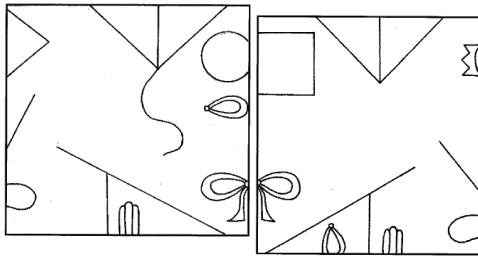
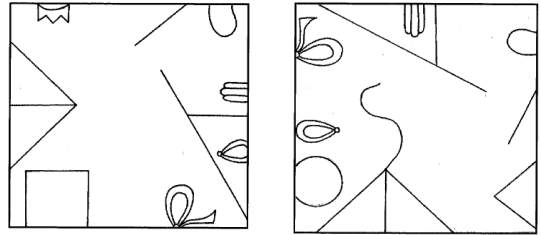
- CogAT NonVerbal Battery
- Any students at the 90th PR and higher
- If EL or SpEd, we look at the 75th-80th PR and higher
- If EL or SpEd, we look for discrepancies of 24 points or more between batteries

The Young Scholar Experience

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade
Small Group with GT Interventionist 60 min/week P.E.T.S. K Book Loop to 1 st grade YS	Small Group with GT Interventionist 60 min/week P.E.T.S. 1 Book Take CogAT in November Groups reorganized in January; new groups loop to 2 nd grade YS	Small Group with GT Interventionist 60 min/week P.E.T.S. 2 Book Loop to 3 rd grade YS	Small Group with GT Interventionist 60 min/week P.E.T.S. 3 Book Take CogAT in November Groups reorganized in January; new groups loop to 4 th grade YS	Small Group with GT Interventionist 60 min/week EE's Engineering Adventures Options: AVID Elementary <i>[continues to Grades 5 & 6]</i> Project E3 <i>[continues to Grades 5 & 6]</i>

Grades K-3 Curriculum





Advanced Reading



Advance Reading Eligibility

Kindergarten & 1:

- Curriculum Based Assessments – Fall [Level A+] and Winter [Level D+]
- Text Level assessment
- Use Jacob's Ladder as primary source for instruction

Grades 2-4:

- Scantron Performance Series Assessments
- Self adjusting assessment – *more you get right, the more questions you are given beyond grade level standards*
- Students can answer questions up to 3 grades level above and below

TABLE 1
Goals and Objectives of Jacob's Ladder Primary 1 by Ladder and Rung

All: Comprehension and Inferences	B2: Generalizations	C3: Theme/Concept	D3: Creative Synthesis	E3: Using Evidence	F3: Flaming With Words
Students will be able to provide character actions and story responses and make well-reasoned inferences.	Students will be able to make general statements about a reading and/or on the basis of the reading, using data to support their statements.	Students will be able to identify a topic idea or theme/concept throughout the text.	Students will create something new using what they have learned from the reading and their responses.	Students will be able to explain how evidence affects the passage and/or the reader.	Students will be able to accurately apply figurative language and new vocabulary to newly created contexts.
A2: Cause and Effect	B2: Classifications	C2: Inference	D2: Summarizing	E2: Expressing Emotion	F2: Thinking About Words
Students will be able to identify and predict relationships between character behavior and story events and their effects upon other characters or events.	Students will be able to compare different aspects of the text or identify and compare effects upon other characters or events.	Students will be able to use textual clues to draw inferences about specific textual events, ideas, or character actions.	Students will be able to provide a synopsis of text sections.	Students will be able to articulate their feelings through a variety of words (e.g., using, etc., poetic, story, etc., specific).	Students will be able to analyze the use of words within the context as related to the theme of a text.
A1: Reporting	B1: Details	C1: Literary Elements	D1: Paraphrasing	E1: Understanding Emotion	F1: Understanding Words
Students will be able to list, in order of importance or by comparison to the topic, specific events or plot sequences.	Students will be able to list specific details or small details related to the text or generate a list of ideas about a specific topic or character.	Students will be able to identify and explain specific story elements such as characters, setting, or plot events.	Students will be able to restate lines read using their own words.	Students will be able to explain how emotion and feeling are conveyed in a text and their personal responses.	Students will be able to identify and explain the meaning of figurative language or new vocabulary within the context of a story or genre.
Ladder A	Ladder B	Ladder C	Ladder D	Ladder E	Ladder F

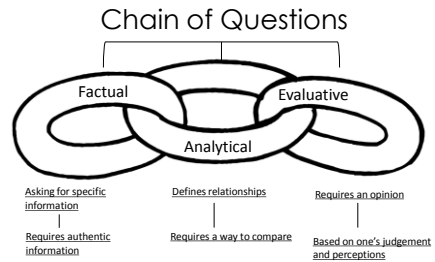
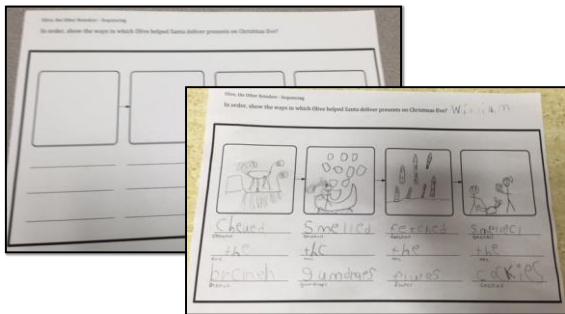
Oliver the Pig / Pseudo A1
Draw what happened after the girl gave the pig syrup for his pancakes.

Goldilocks and the Three Bears C2

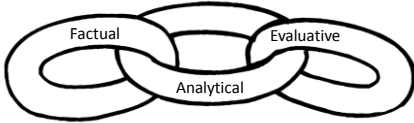
Why do you think the Hare Family wasn't angry with Goldilocks at the end of the story?

Oliver, the Other Reindeer / Ladder A3

What is another animal you think would be perfect at pulling Santa's sleigh? Draw a picture of that animal pulling Santa's sleigh. Then write why that animal would be a good option for Santa to use instead of reindeer.



Chain of Questions



Factual: How would you describe the weather this morning?

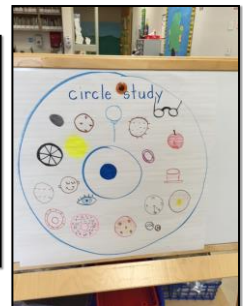
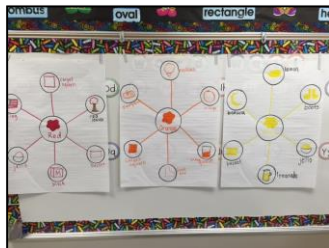
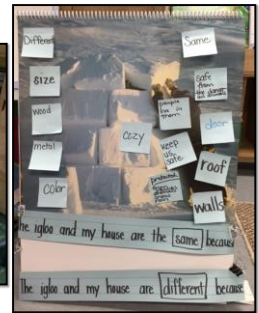
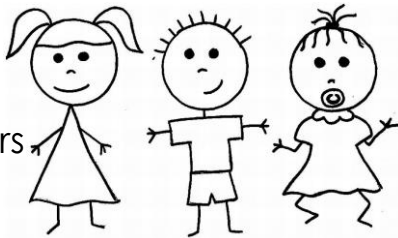
Analytical: How will the weather change throughout the day?

Evaluative: What is your favorite type of weather that we will have today?

Lego Story Starter






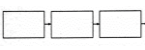


ALL Learners



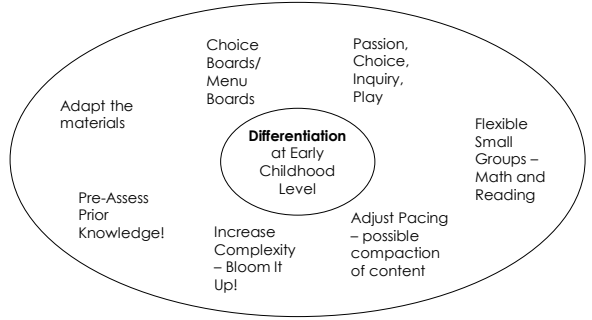
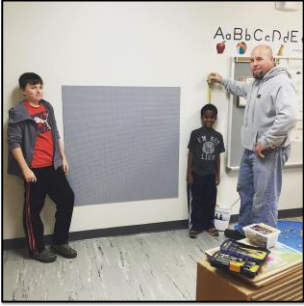
Play Centers

- Integral part of the day!
- 20 minutes daily
- Thematic – rotates through the year
- Early success hinges on our ability to navigate social environments
- Builds social skills as well as listening/speaking skills

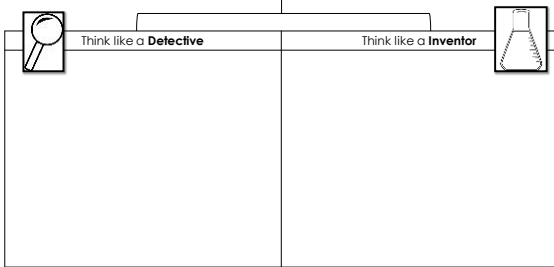
Art of Curiosity

- 1 – Examine small part to whole 
- 2 – See it as part of a bigger picture 
- 3 – Ponder what was/is behind it 
- 4 – Describe what came before it 
- 5 – Describe the effects 
- 6 – Describe what was/is happening at the same time 

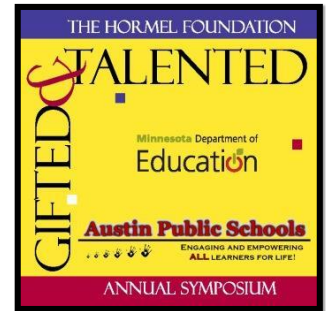




Woodson's Advanced Academics



June 13-16, 2016



Austin Public Schools



ENGAGING AND EMPOWERING
ALL LEARNERS FOR LIFE!

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Instructional Coach @ Woodson Kindergarten Center
Coordinator of Project E³

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