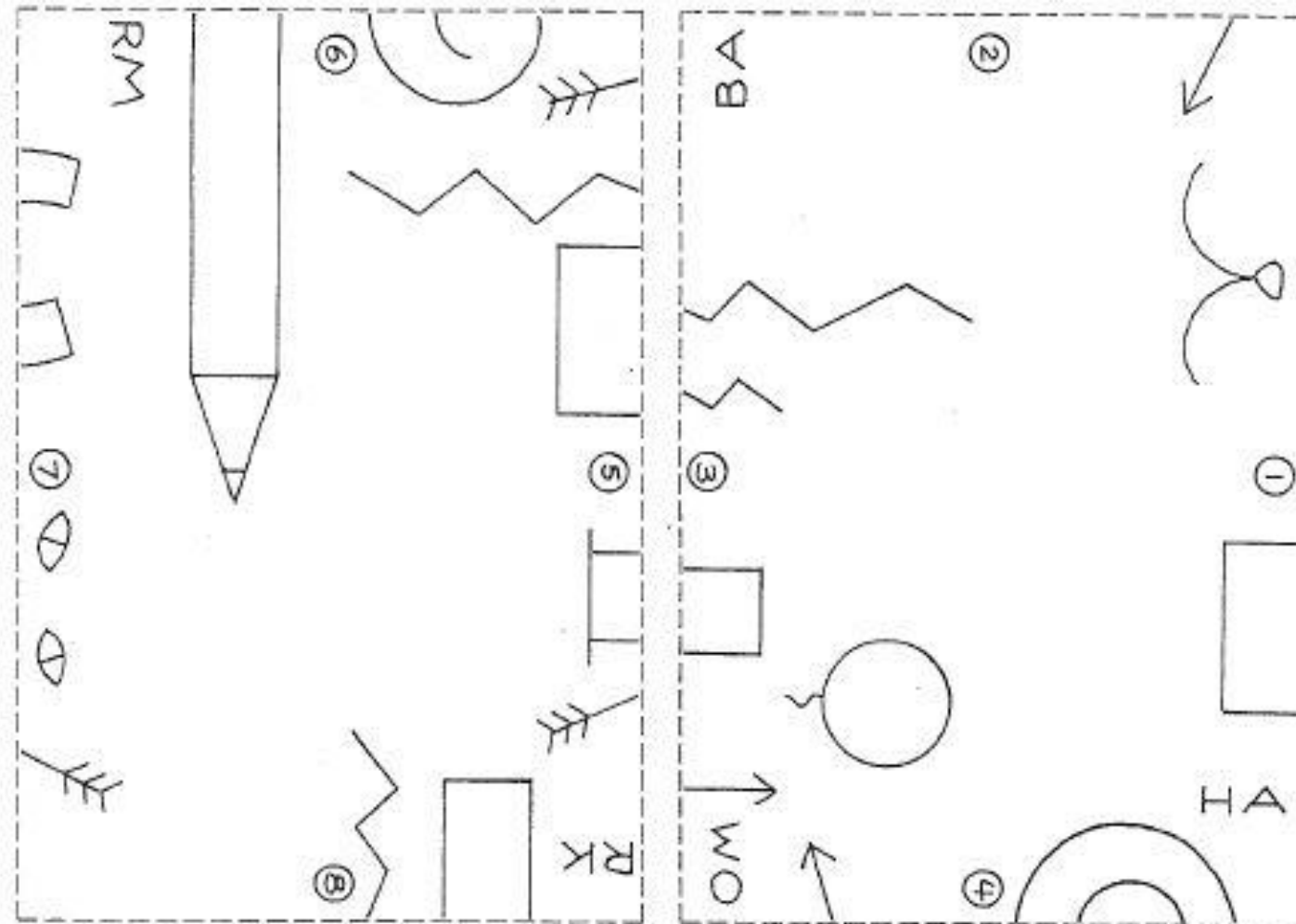
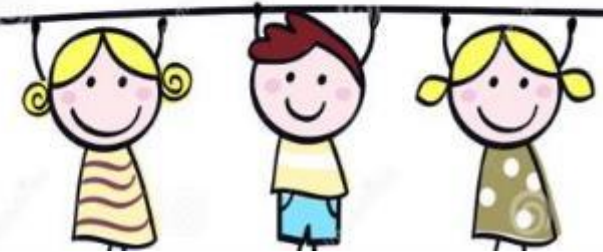


Welcome! Take a set of cards and create object by combining part from each card.

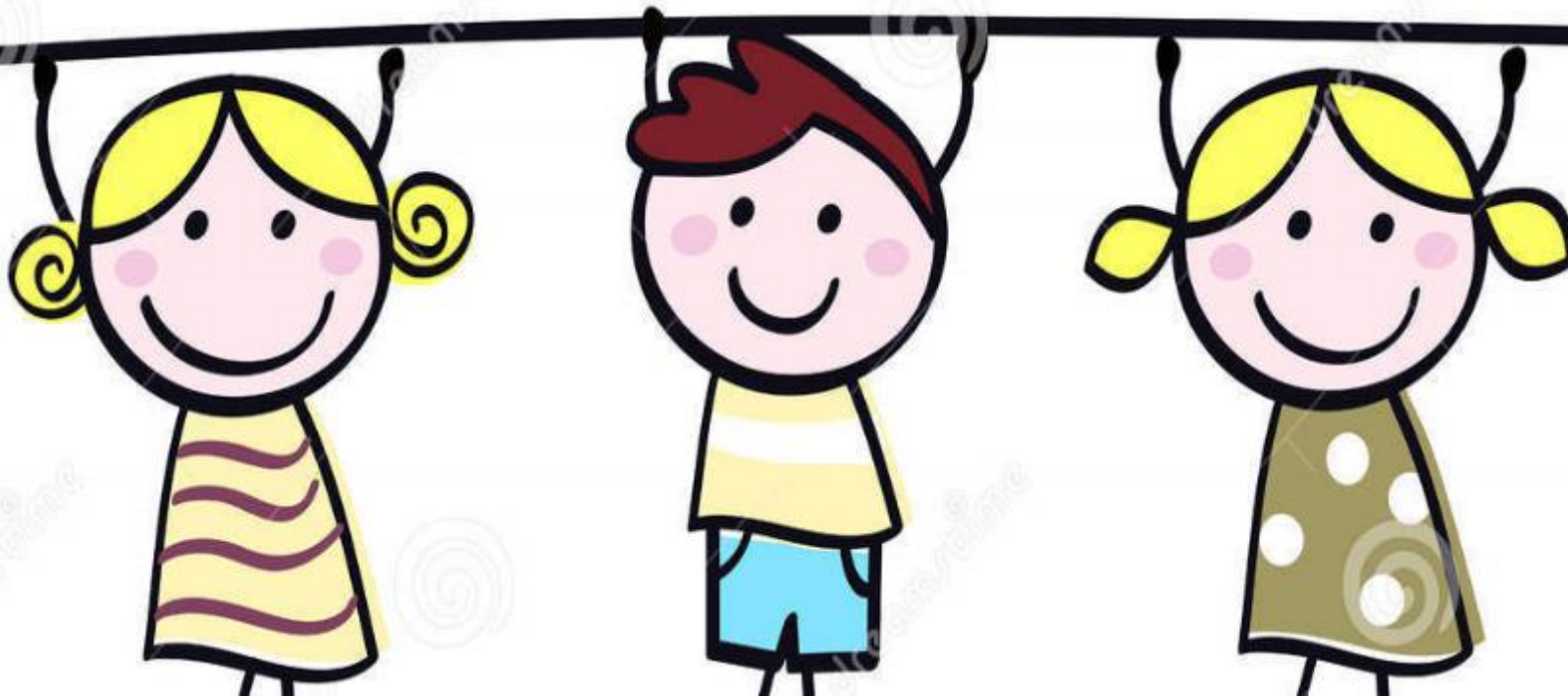


Talent in Training:  
Early Childhood Advance  
Academics



David Wolff  
District Coordinator  
of Gifted Services for  
Talent Development  
Advanced  
Academics & Talent  
Development  
Teacher @Woodson  
K Center  
Austin, MN

# Talent in Training: Early Childhood Advance Academics



David Wolff

District Coordinator  
of Gifted Services for  
Talent Development

Advanced  
Academics & Talent  
Development  
Teacher @Woodson  
K Center

Austin, MN

Educator for

Classroom  
Teacher



Coordinator  
[0.5



[0.5 FTE]



t E<sup>3</sup>

Director at Winona State

University [WSU]



Mentor for MN Adult and Teen Challenge

Enjoy Crossfit & Running  
Enjoy Baking & Cooking

David Wolff

Married to Melissa [BSN]



Father to Elliot [7th] and Chloe [3rd]

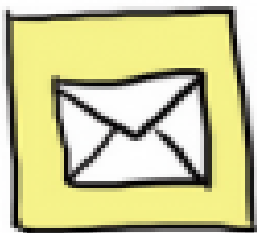


Serve on MEGT Board of Directors

Serve on Math Masters of MN Board of Directors

Leader for Children's Ministry at Cornerstone Church

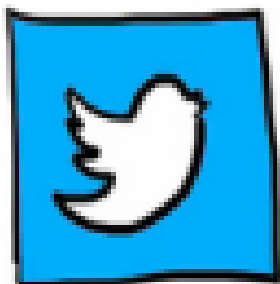




[david.wolff@austin.k12.mn.us](mailto:david.wolff@austin.k12.mn.us)



[www.davidwolff.weebly.com](http://www.davidwolff.weebly.com)



@wolffdavid11  
@MEGT\_MNGifted  
#MNGifted



[www.facebook.com/wolffdavid](http://www.facebook.com/wolffdavid)



507-460-1912



401 3<sup>rd</sup> Ave. NW  
Austin, MN 55912

Norms



Ask Questions



Engage Fully



Integrate new information

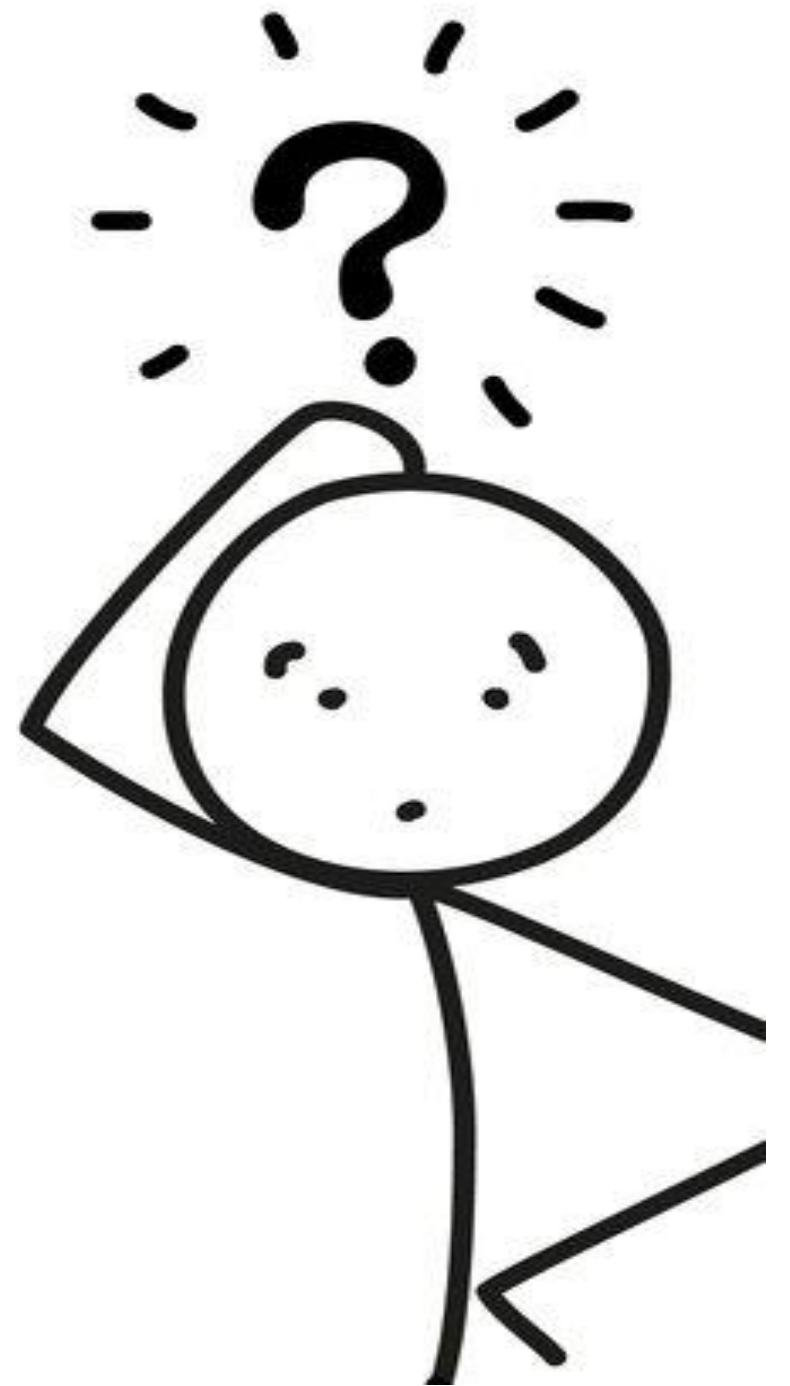


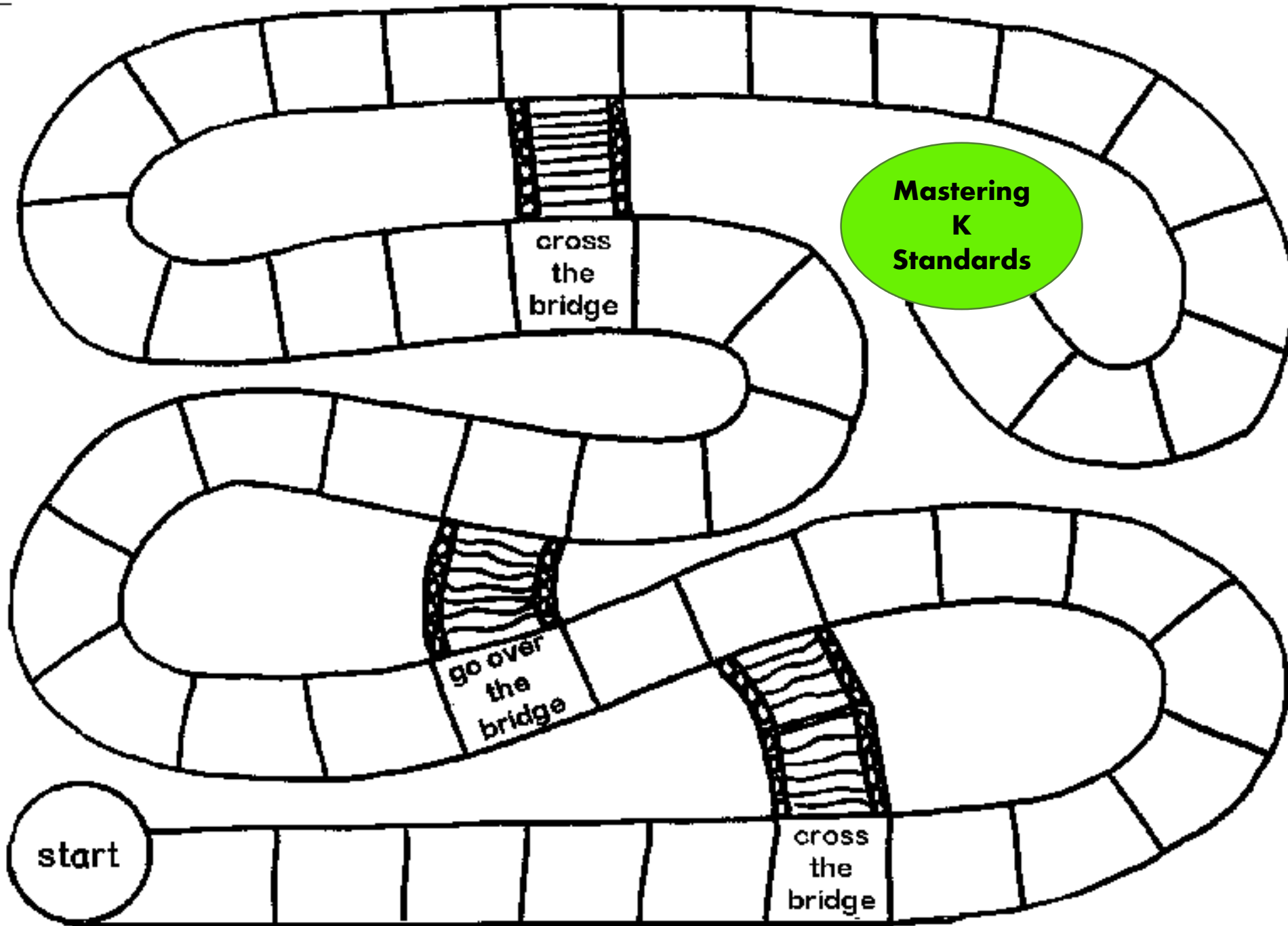
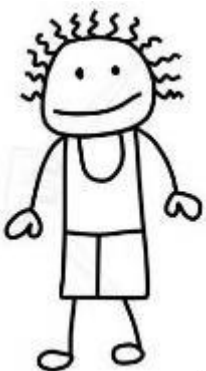
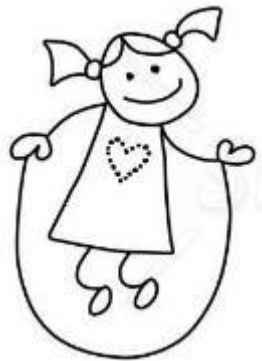
Open your mind to diverse views



Use what you learn

# The Controversy!





Mastering  
K  
Standards

cross  
the  
bridge

go over  
the  
bridge

start

cross  
the  
bridge



Out of synch for what  
is 'normal' for their  
age

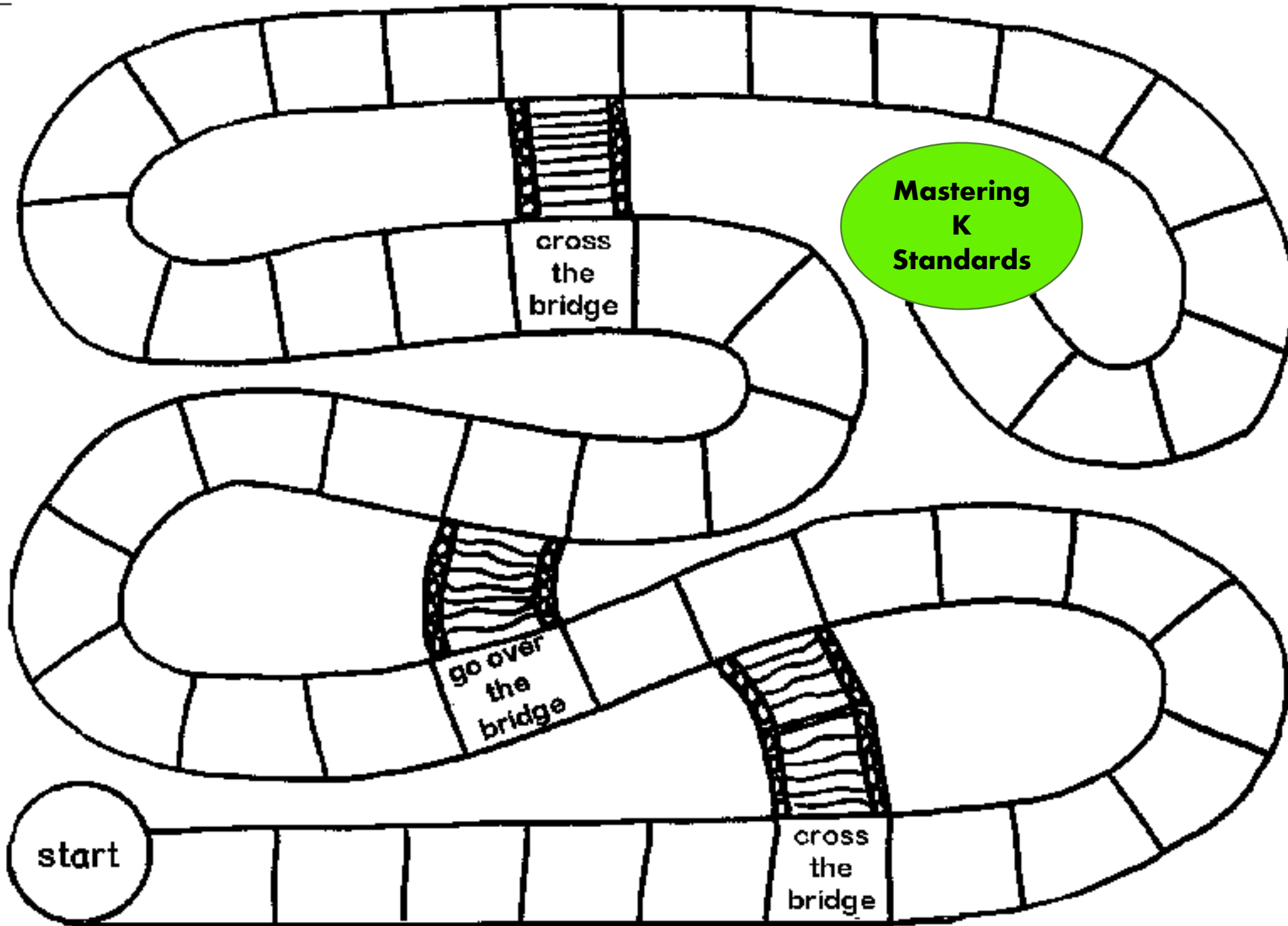
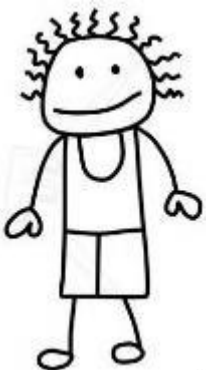
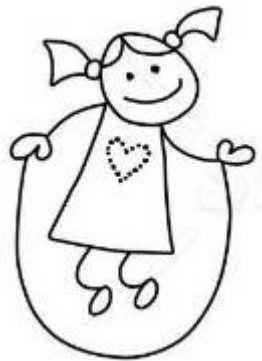
Motor skills could  
lag behind their  
mental capabilities

## Asynchronous Development

Could seem mature  
but lack judgment

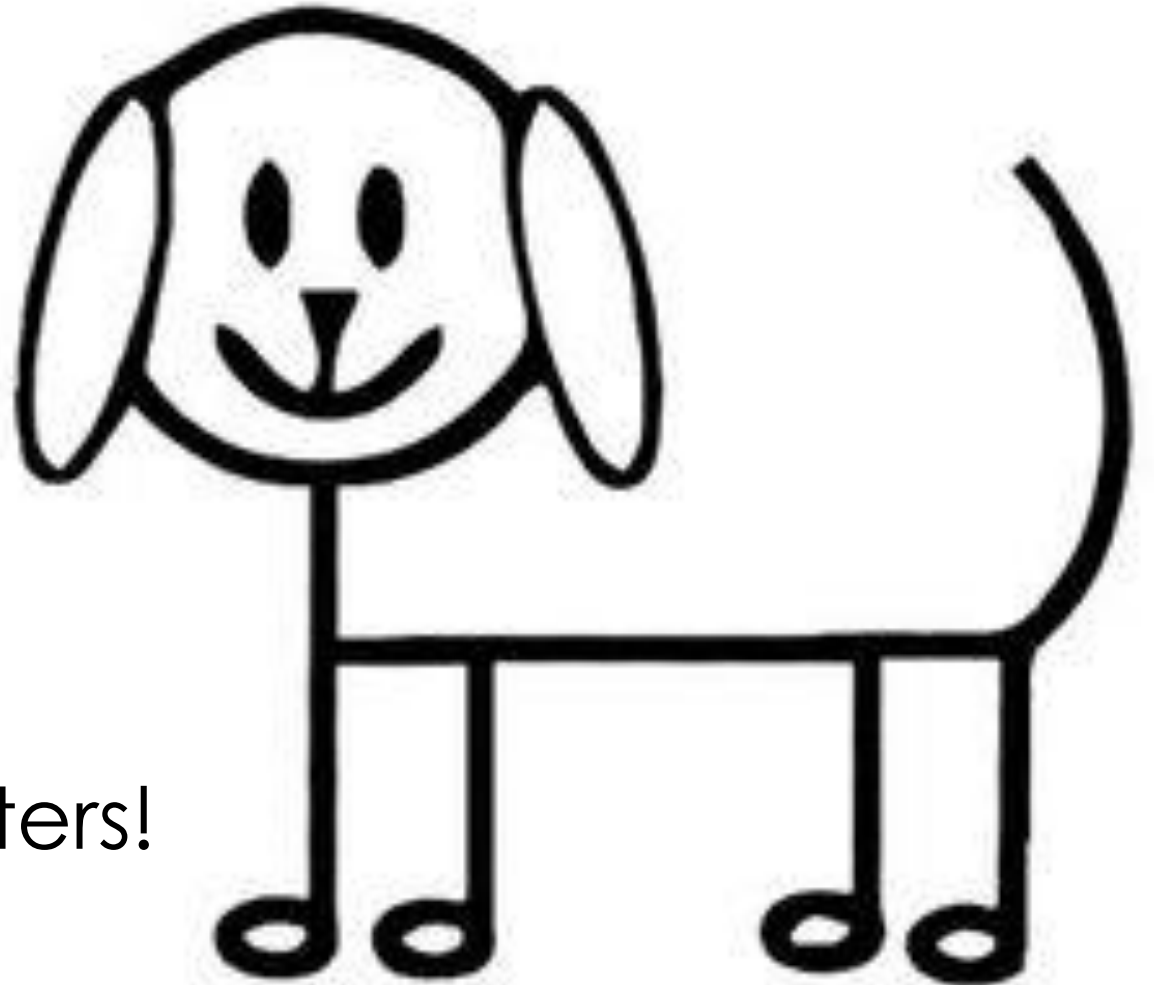
Could think like  
adults but act  
like kids





# Woodson Kindergarten Center

We are the Woodson Critters!



Enrollment 10/1/15: 349 Critters

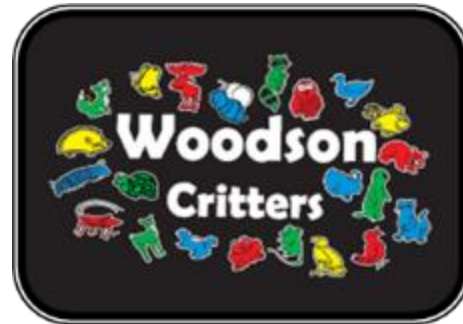
10.9% of Critters receive  
SpEd Services

25.2% of  
Critters  
receive EL  
Services

Gender

Males 46.4%

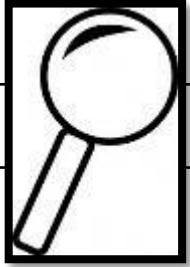
Females 53.6%



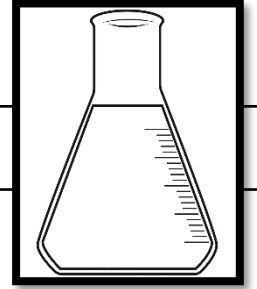
Economic Diversity:  
62.2% Eligible  
Free/Reduced Lunch

Ethnic Diversity:  
44.4% Non-White

# Woodson's Advanced Academics

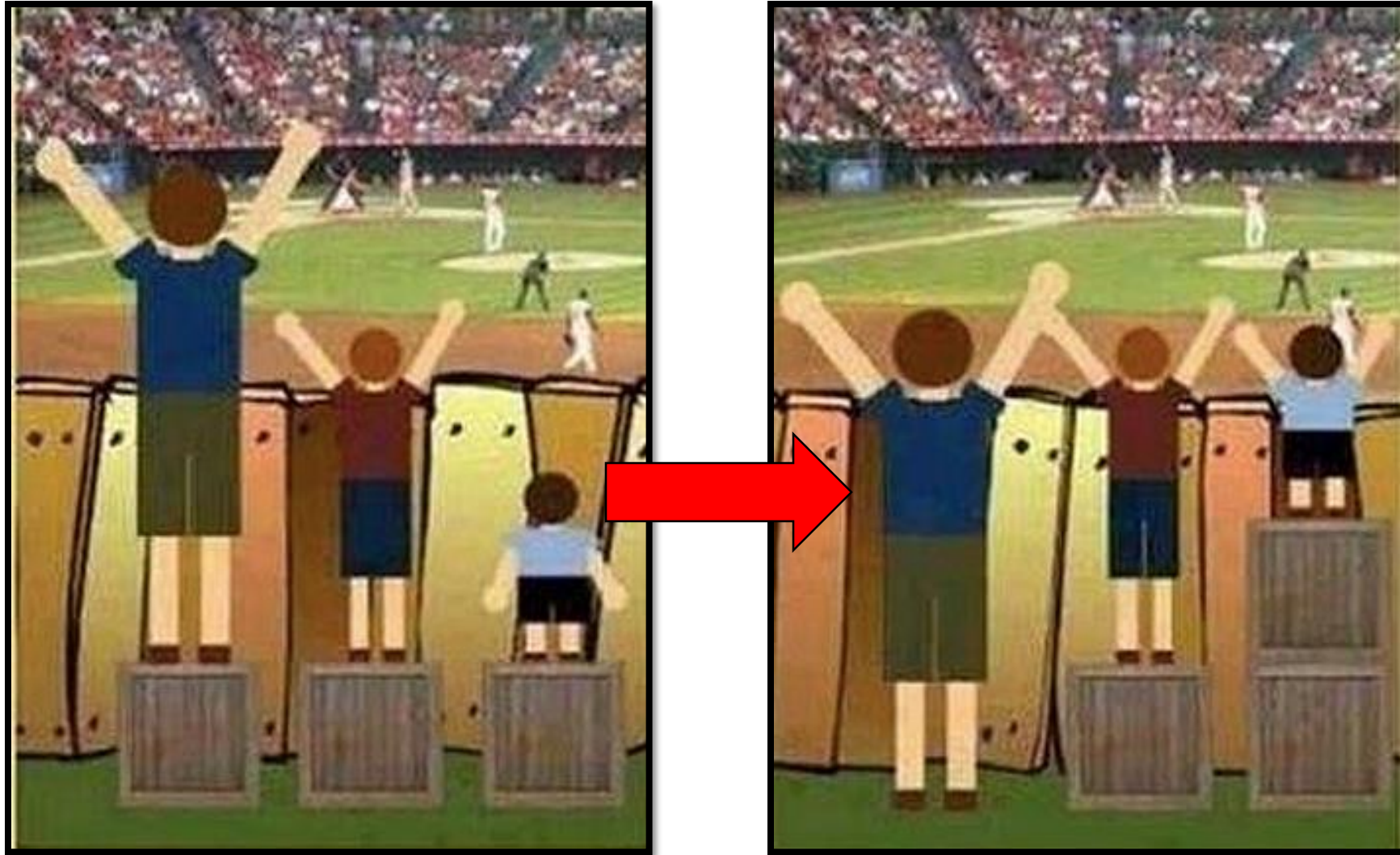


Think like a **Detective**



Think like a **Inventor**

# “Right fit, right now” Scaffolding





In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

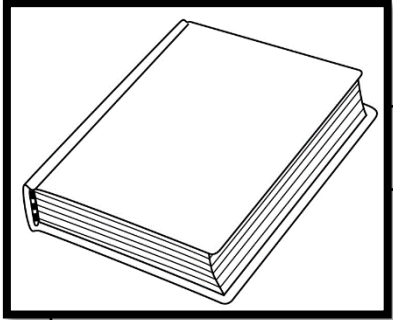


In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

# Matching Learning Needs to Advanced Academic Services



Advance Readers

Demonstrate reading readiness based on literacy assessments – phonics, sight words, and reading

Meet 2 or 3 times a week for 20 minutes

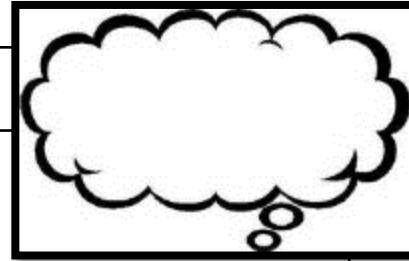
Focus is on developing critical thinking skills and writing through literature

Young Scholars

Demonstrate detective and inventive thinking skills in whole group mini-lessons

Meet 2 or 3 times a week for 20 minutes

Focus is on developing critical and creative thinking skills through hands-on activities, literature, and visual/spatial/nonverbal puzzles and manipulatives





Young  
Scholars



# Young Scholar Eligibility

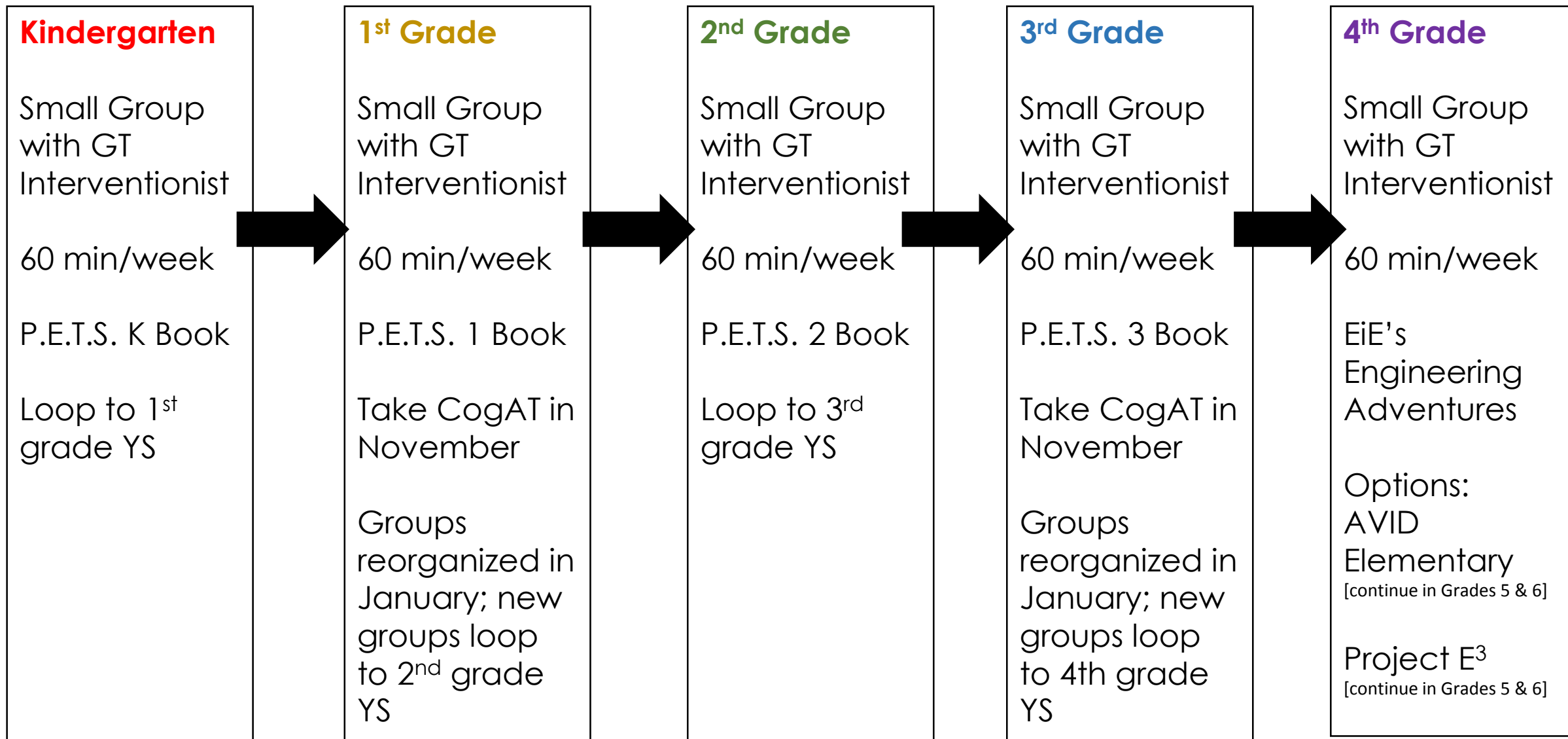
## Kindergarten:

- 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]*

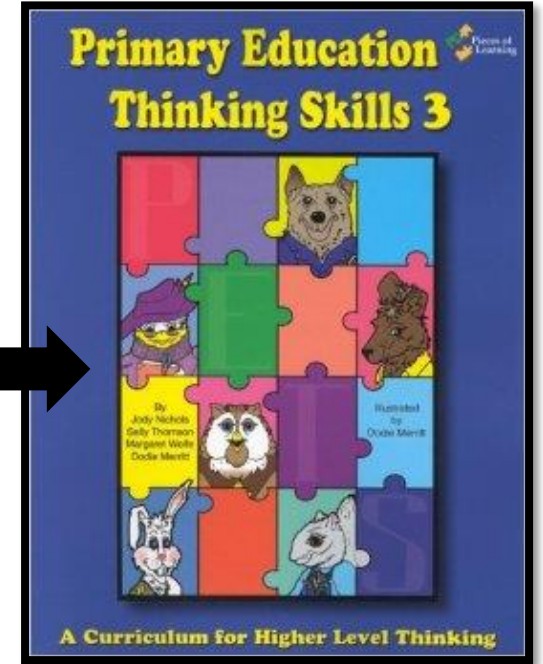
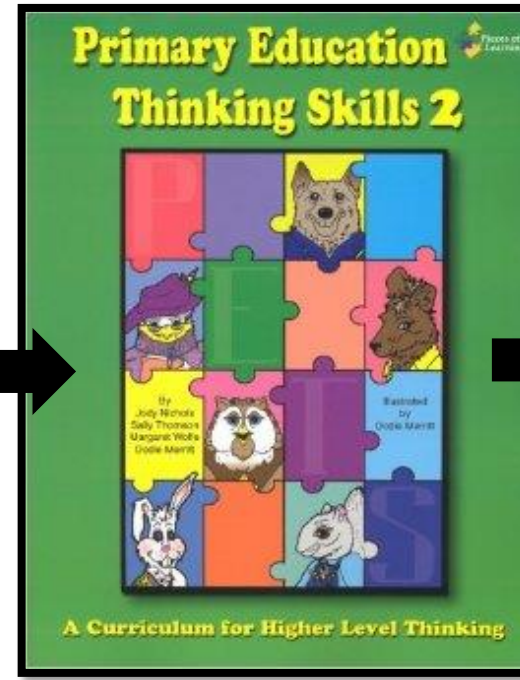
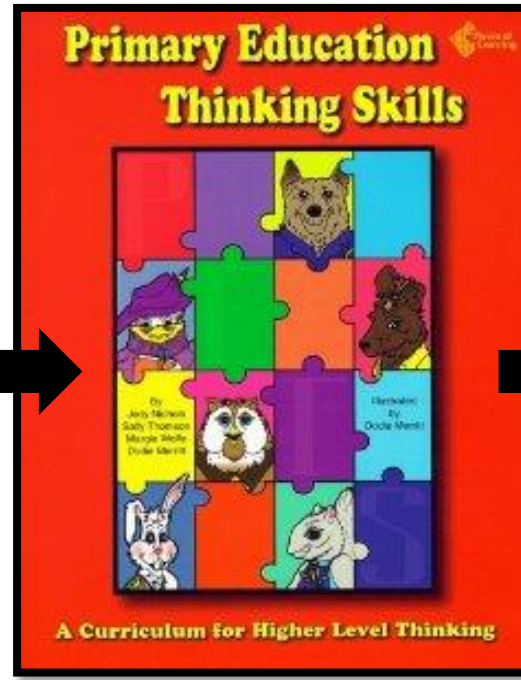
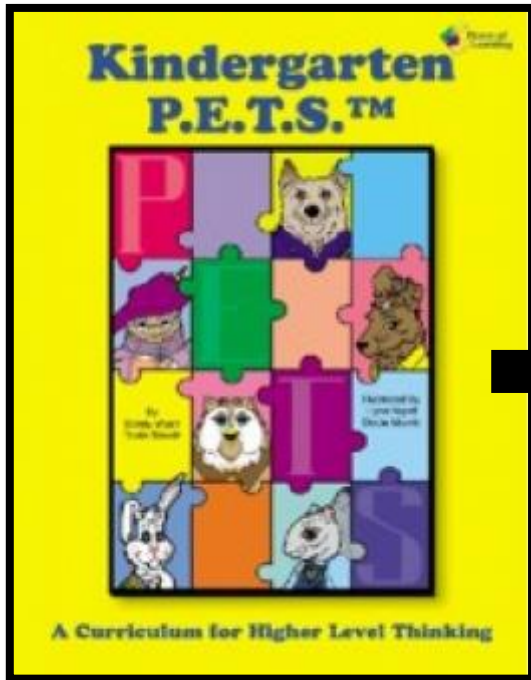
## Grades 1-4: [Universal Screener; Full Battery]

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

# The Young Scholar Experience



# Grades K-3 Curriculum



Lessons were rewritten in 2013-14 to purposefully embed additional reading/writing/listening/speaking skills before, during, and after the original PETS lesson.

students are boys?




# All about Me!

Find a student who is the only c



Be a detective!



Use the clues to figure out who I am!

"All About Me" Glyph

1. Are you a boy or a girl?

boy	girl
<input type="checkbox"/>	<input type="checkbox"/>

2. What is your position in your family?

oldest	middle	youngest
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How old are you?

0-5	6-10	11-15
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How many freckles and dimples do you have?

0	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What color eyes do you have?

Color the glyph the color of your eyes.



Find a student who is the oldest child.

How many more students have blue eyes than brown eyes?

Can you find Mr. Wolff?





ap

Double Bubble Map

Multi-Flow Map

Circle Map

RELATIONSHIP

DESCRIBING

SEQUENCING

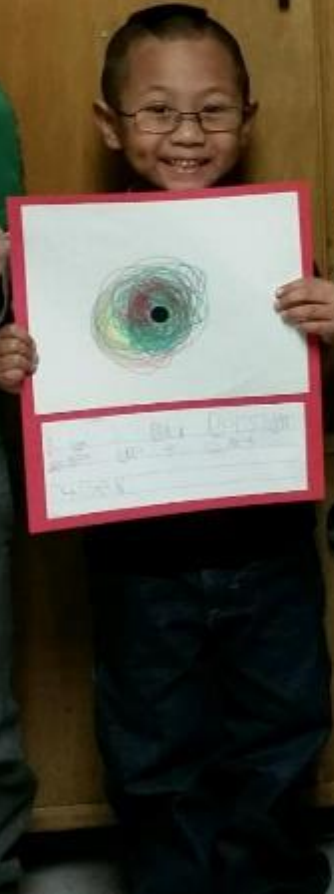
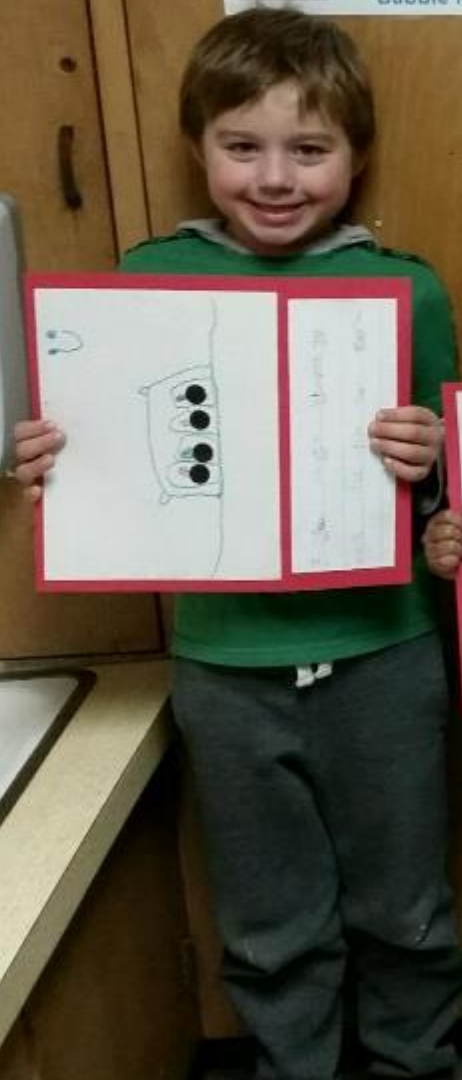
CLASSIFYING

ce Map

Bubble Map

Flow Map

Tree Map



When I went to the zoo, I saw Octopus  
an octopus

I saw him swimming in the ocean  
I saw him swimming in the ocean.

The octopus sees the snake  
The octopus sees the snake.

The octopus sees people  
The octopus sees people.

The octopus sees the snake  
The octopus sees the snake.



When I went to the zoo, I saw Df ardinosaur

He was jumping to get supper  
He was jumping to get supper.

for his family. His home is far  
for his family. His home is far.

away and he was at home He is  
away and he was at home He is

eating supper  
is eating supper now





ELIANA



When I went to the zoo, I saw a peacock.

The peacock is playing

is the garden with his

brother at the zoo



When I went to the zoo, I saw a flamingo.

She was eat fish she

likes to eat a lot of fish

When I put d and c together, I created dc.

space ship and aliens.

The aliens see the planets.

The aliens are watching TV.

The aliens are eating food.



When I put dotS and H together, I created people.

The people are playing.

The people are running.

They are going home.

They are drawing.



Clue  
3



Clue

2

Clue

3

I am a Dog



I sleep  
standing up

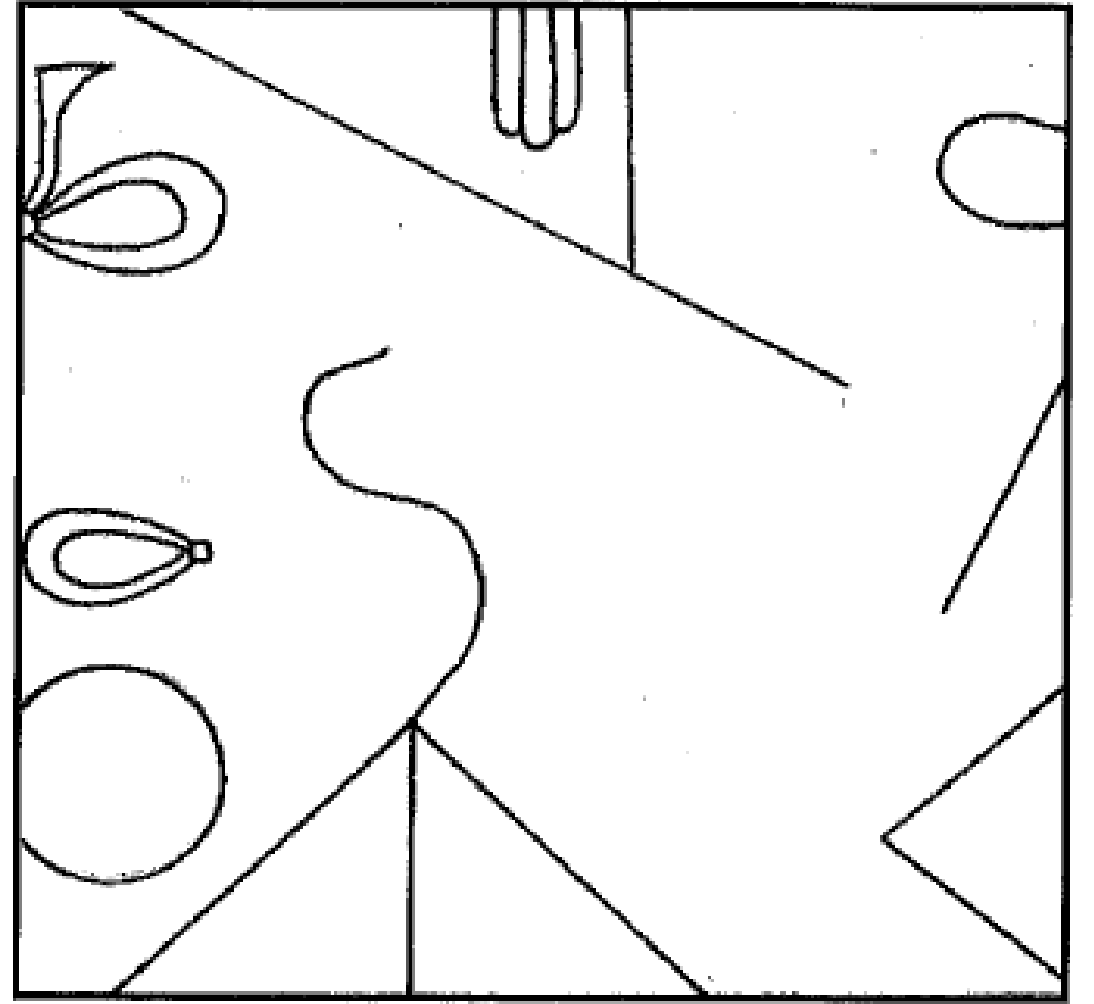
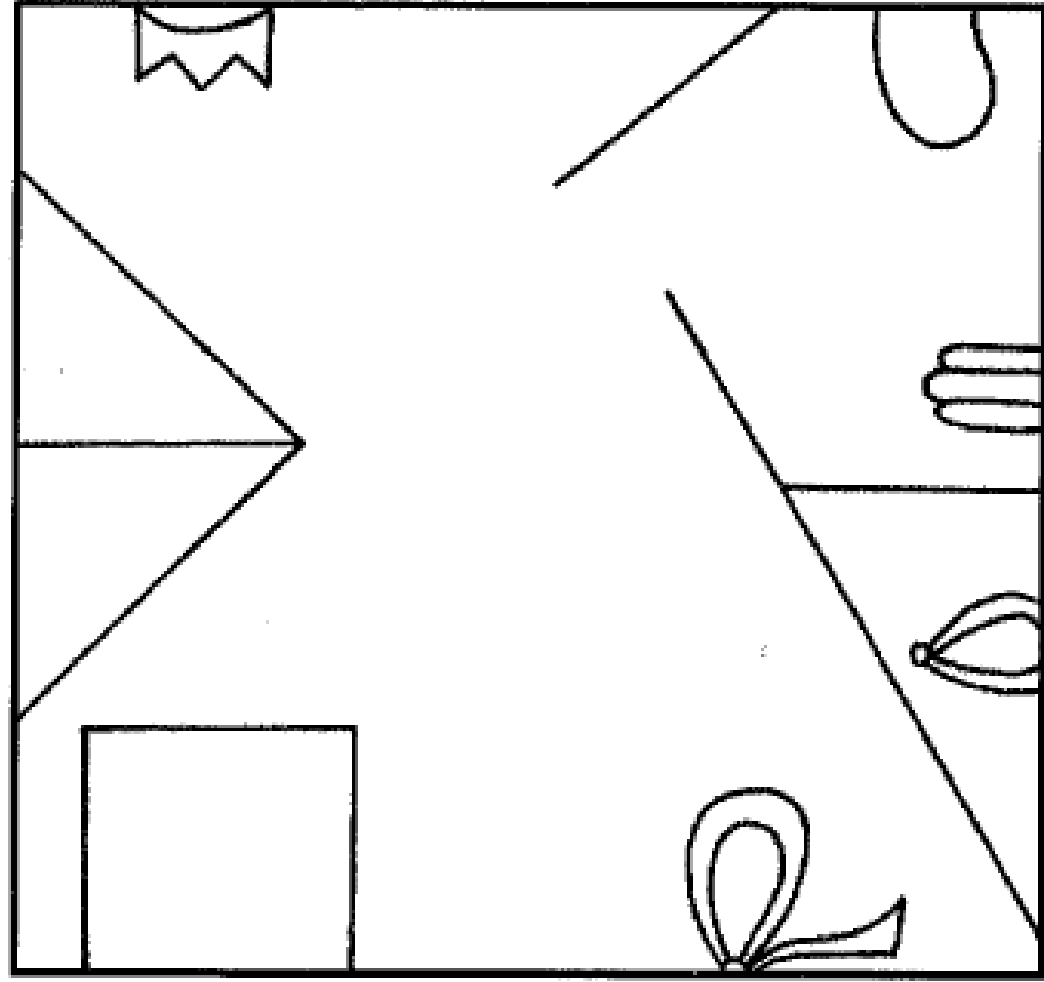


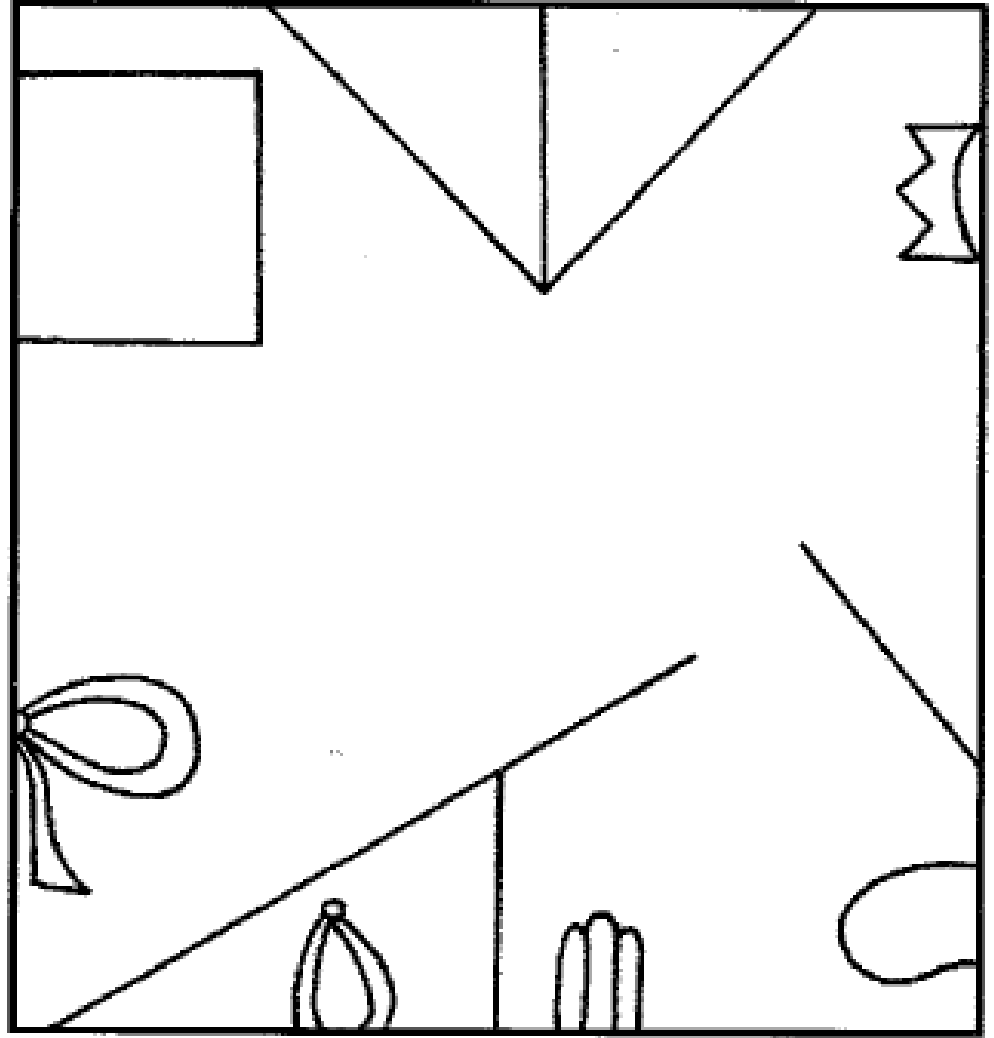
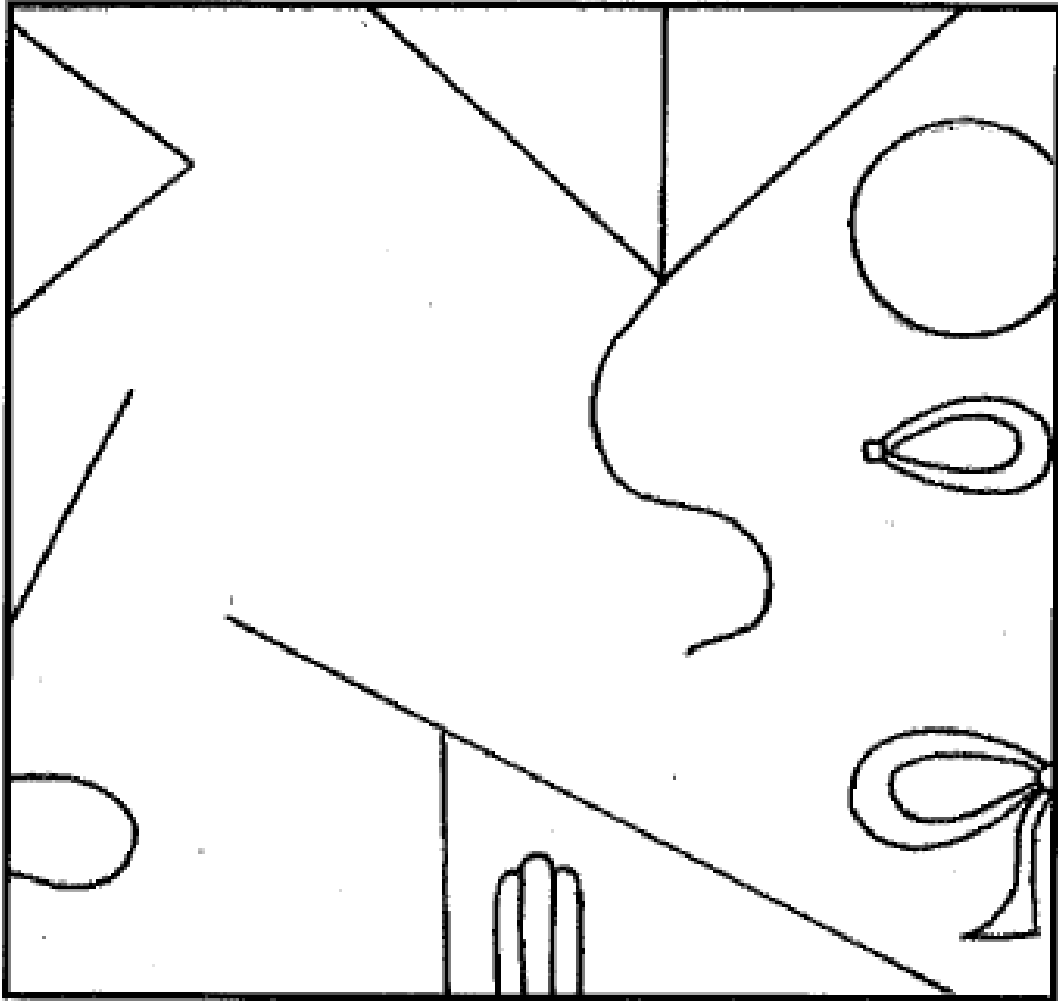
Maya

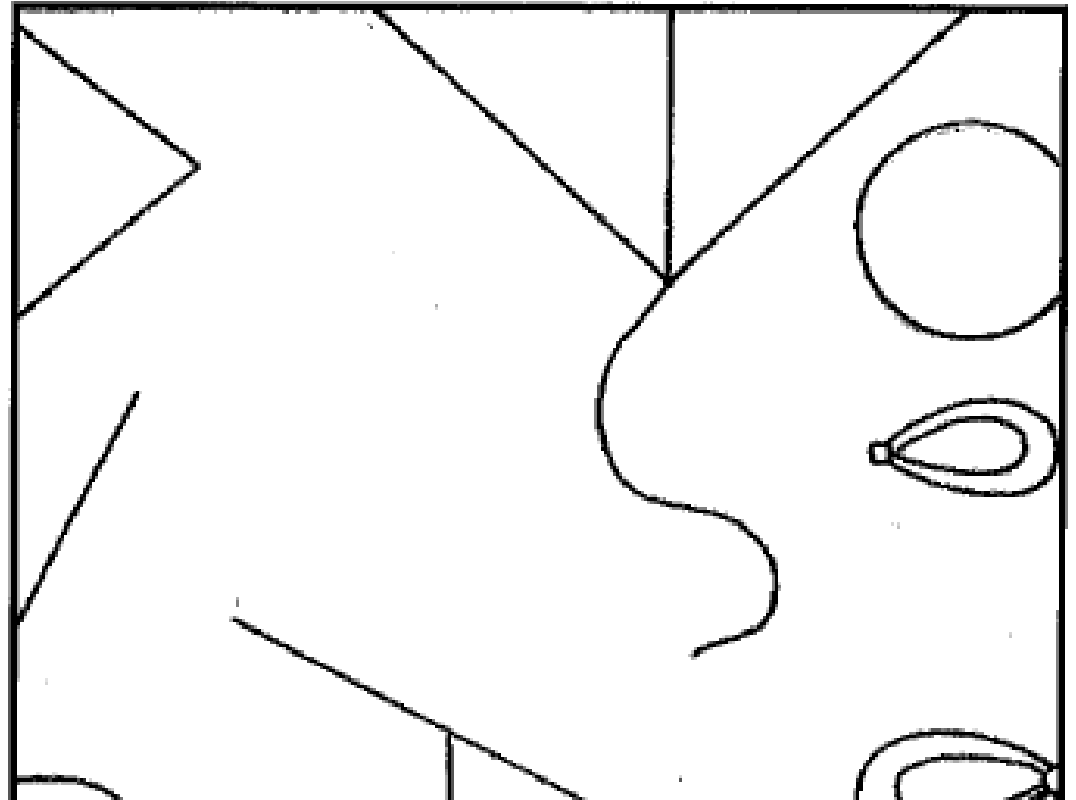
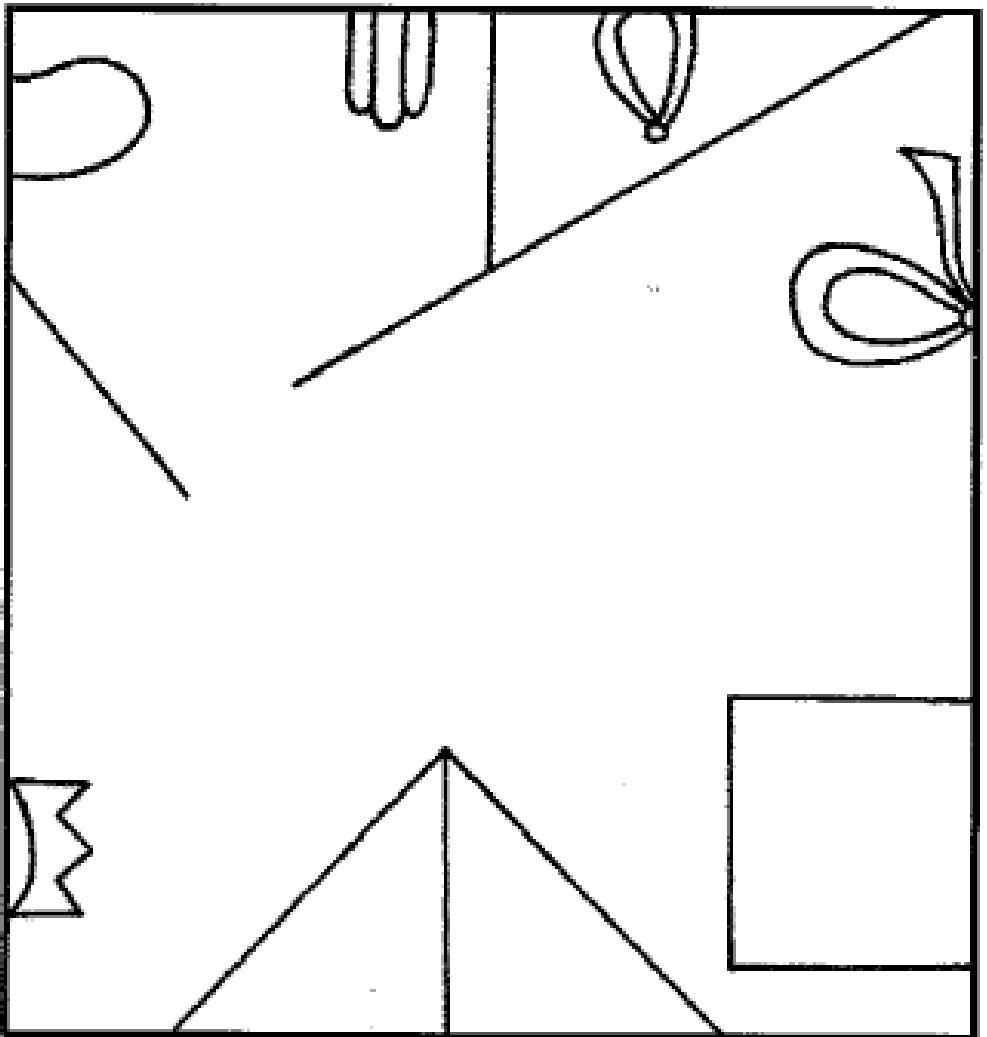
I like to  
wag my  
tail



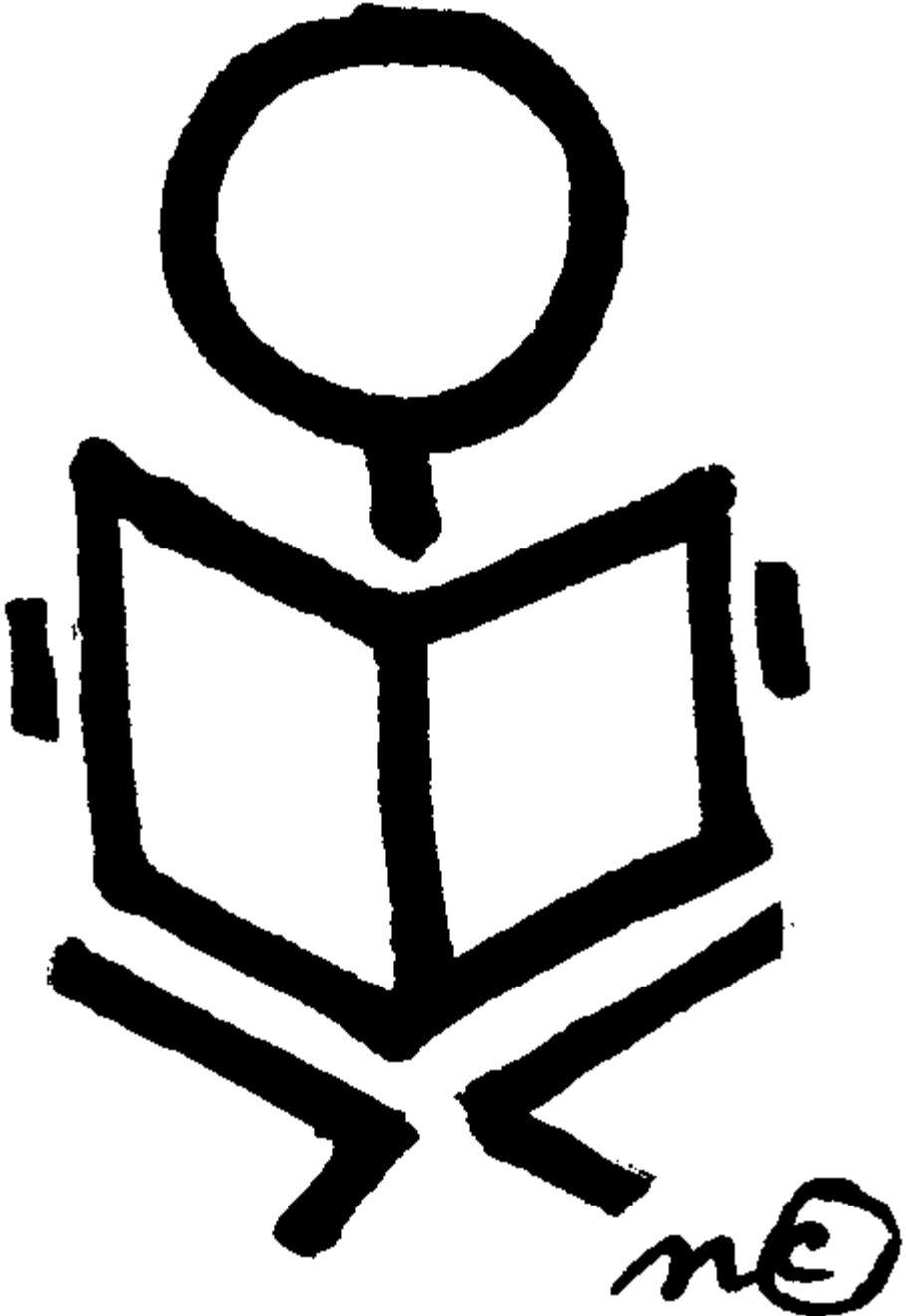
Yeonsuh







# 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



# Lego Story Starter

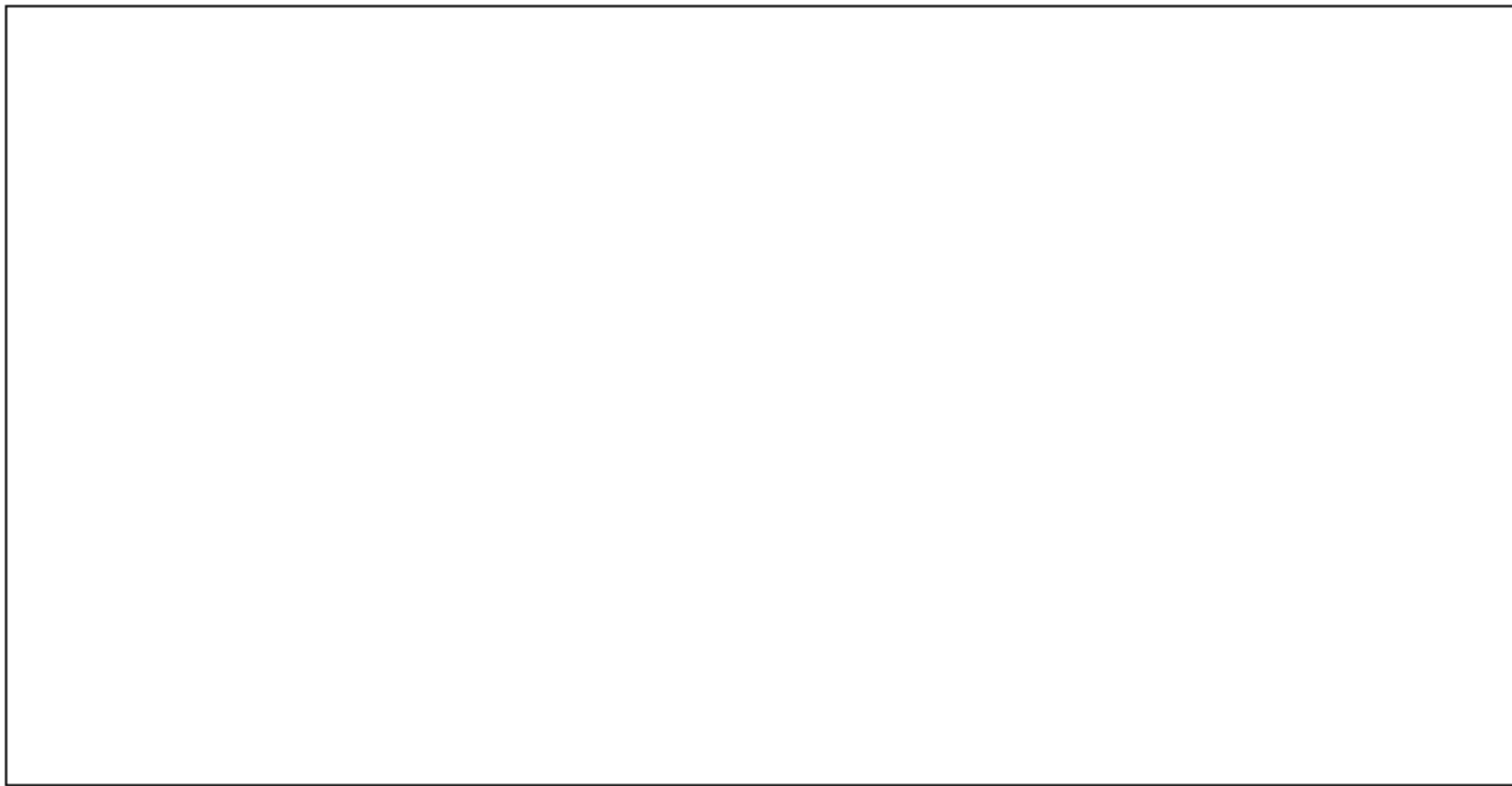


TABLE 1  
Goals and Objectives of *Jacob's Ladder Primary 1* by Ladder and Rung

<b>A3: Consequences and Implications</b>	<b>B3: Generalizations</b>	<b>C3: Theme/Concept</b>	<b>D3: Creative Synthesis</b>	<b>E3: Using Emotion</b>	<b>F3: Playing With Words</b>
Students will be able to predict character actions and story outcomes and make real-world forecasts.	Students will be able to make general statements about a reading and/or an idea within the reading, using data to support their statements.	Students will be able to identify a major idea or theme common throughout the text.	Students will create something new using what they have learned from the reading and their synopses.	Students will be able to analyze how emotion affects the passage and/or the reader.	Students will be able to accurately apply figurative language and new vocabulary to newly created contexts.
<b>A2: Cause and Effect</b>	<b>B2: Classifications</b>	<b>C2: Inference</b>	<b>D2: Summarizing</b>	<b>E2: Expressing Emotion</b>	<b>F2: Thinking About Words</b>
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 categorize different aspects of the text or identify and sort categories from a list of topics or details.	Students will be able to use textual clues to read between the lines and make judgments about specific textual events, ideas, or character analysis.	Students will be able to provide a synopsis of text sections.	Students will be able to articulate their feelings through a variety of media (e.g., song, art, poem, story, essay, speech).	Students will be able to analyze the use of words within the context as related to the theme of a text.
<b>A1: Sequencing</b>	<b>B1: Details</b>	<b>C1: Literary Elements</b>	<b>D1: Paraphrasing</b>	<b>E1: Understanding Emotion</b>	<b>F1: Understanding Words</b>
Students will be able to list, in order of importance or occurrence in the text, specific events or plot summaries.	Students will be able to list specific details or recall facts 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 character, setting, or poetic device.	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/or their personal experience.	Students will be able to identify and explain the meaning of figurative language or new vocabulary within the context of a story or poem.
Ladder A	Ladder B	Ladder C	Ladder D	Ladder E	Ladder F

If You Give a Pig a Pancake A1

Draw what happened after the girl gave the pig syrup for his pancakes.



---

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

---

---

---

---

Olive, the Other Reindeer / Ladder A3

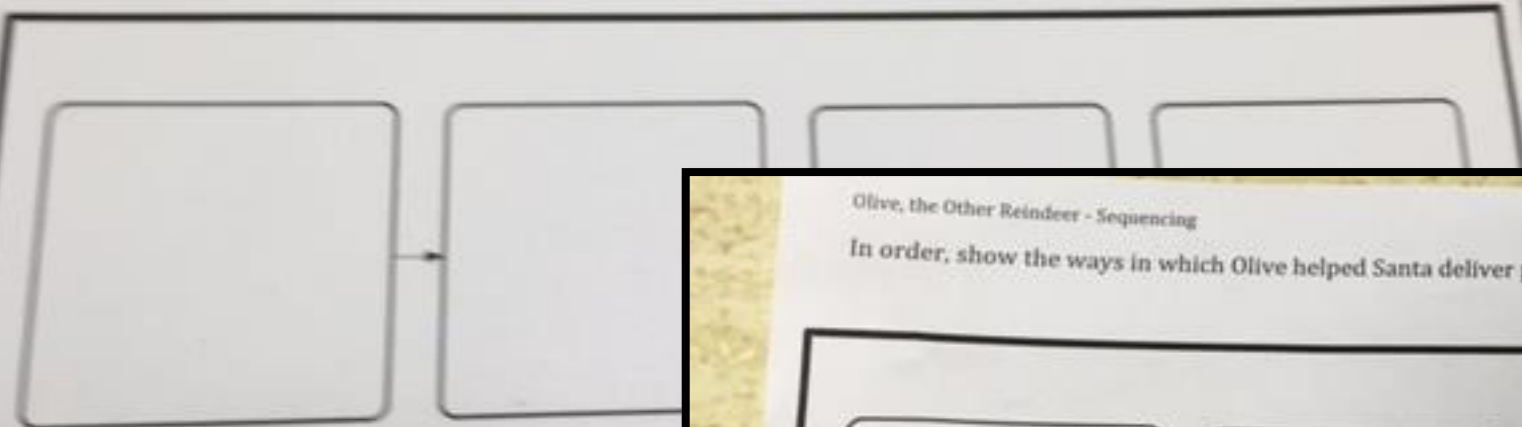
What is another animal you think would be perfect at pulling Santa's sleigh? Draw a picture of that animal pulling Santa's sleigh. Then write why that animal would be a good option for Santa to use instead of reindeer.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of an animal pulling Santa's sleigh and write an explanation.

---

Olive, the Other Reindeer - Sequencing

In order, show the ways in which Olive helped Santa deliver presents on Christmas Eve?



Olive, the Other Reindeer - Sequencing

In order, show the ways in which Olive helped Santa deliver presents on Christmas Eve?

William



Chewed

chewed

the

the

branch

branch



Smelled

smelled

the

the

gumdrops

gumdrops



Fetches

fetches

the

the

flutes

flutes



Smelled

smelled

the

the

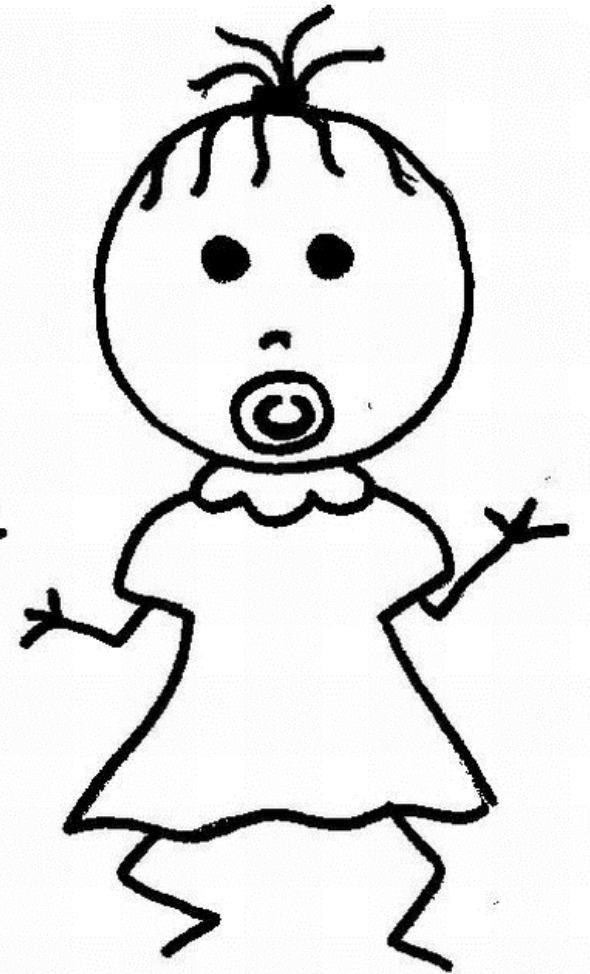
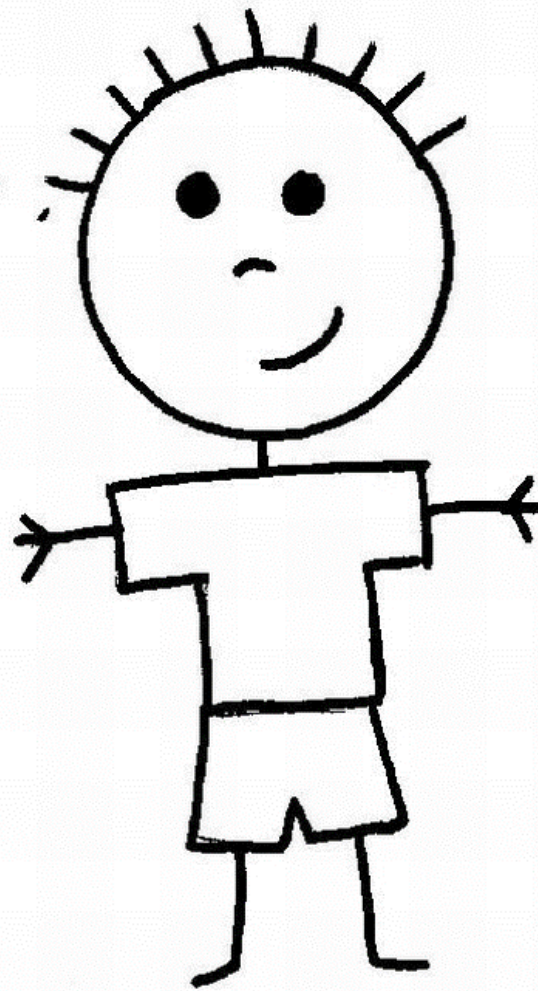
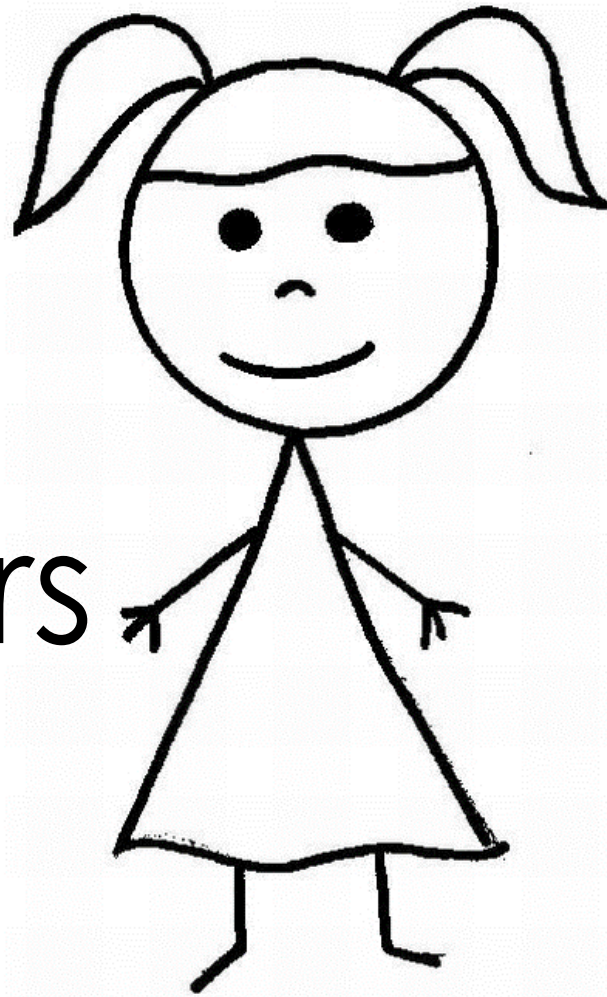
cookies

cookies

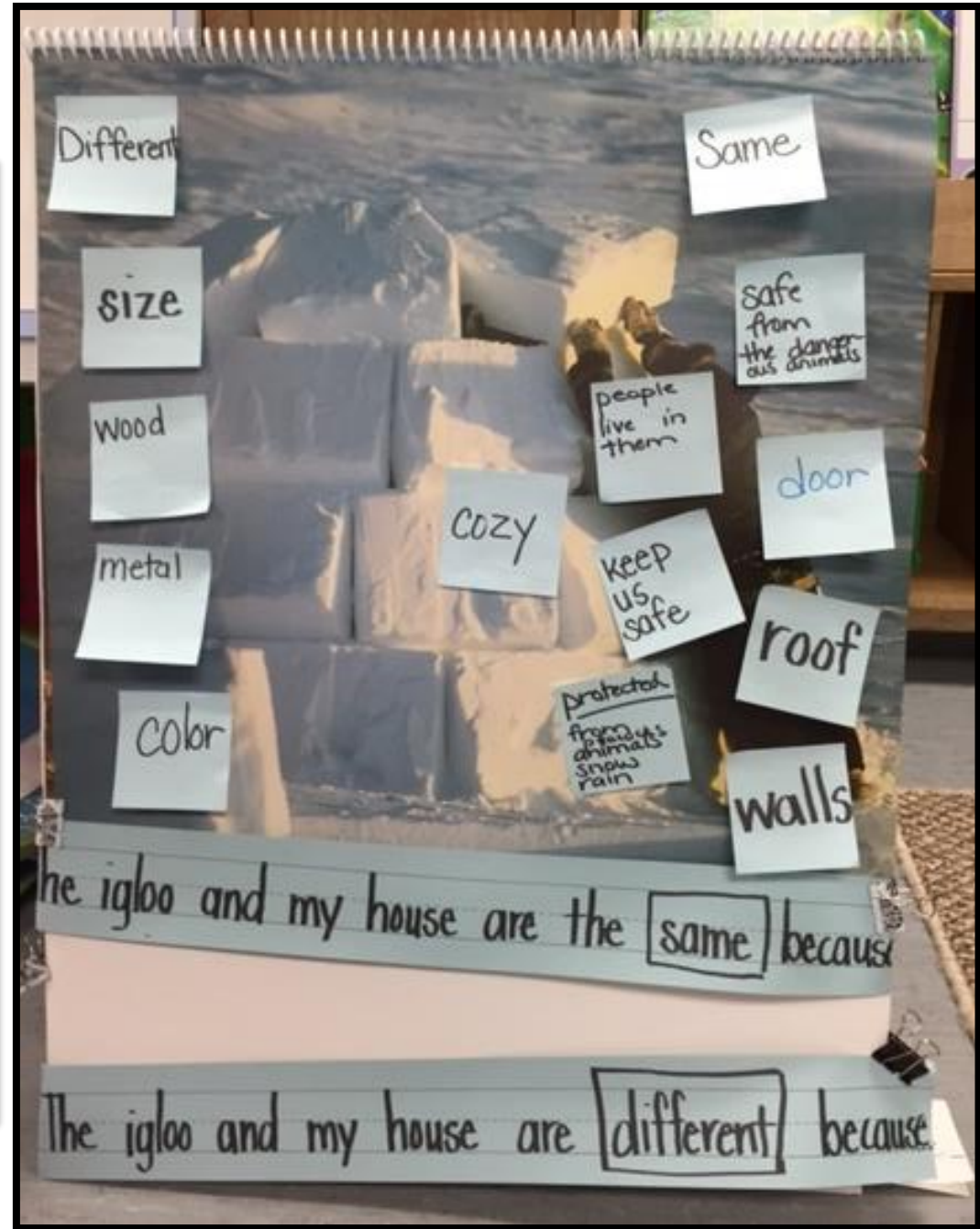
A hand holding a megaphone is shown in a high-contrast, black and white style. The megaphone is positioned on the left side of the frame, pointing towards the right. A white speech bubble with a black outline extends from the megaphone's opening towards the top right corner. The background is a solid red color with a repeating pattern of white, downward-pointing chevrons. The overall aesthetic is reminiscent of a vintage poster or a graphic design element.

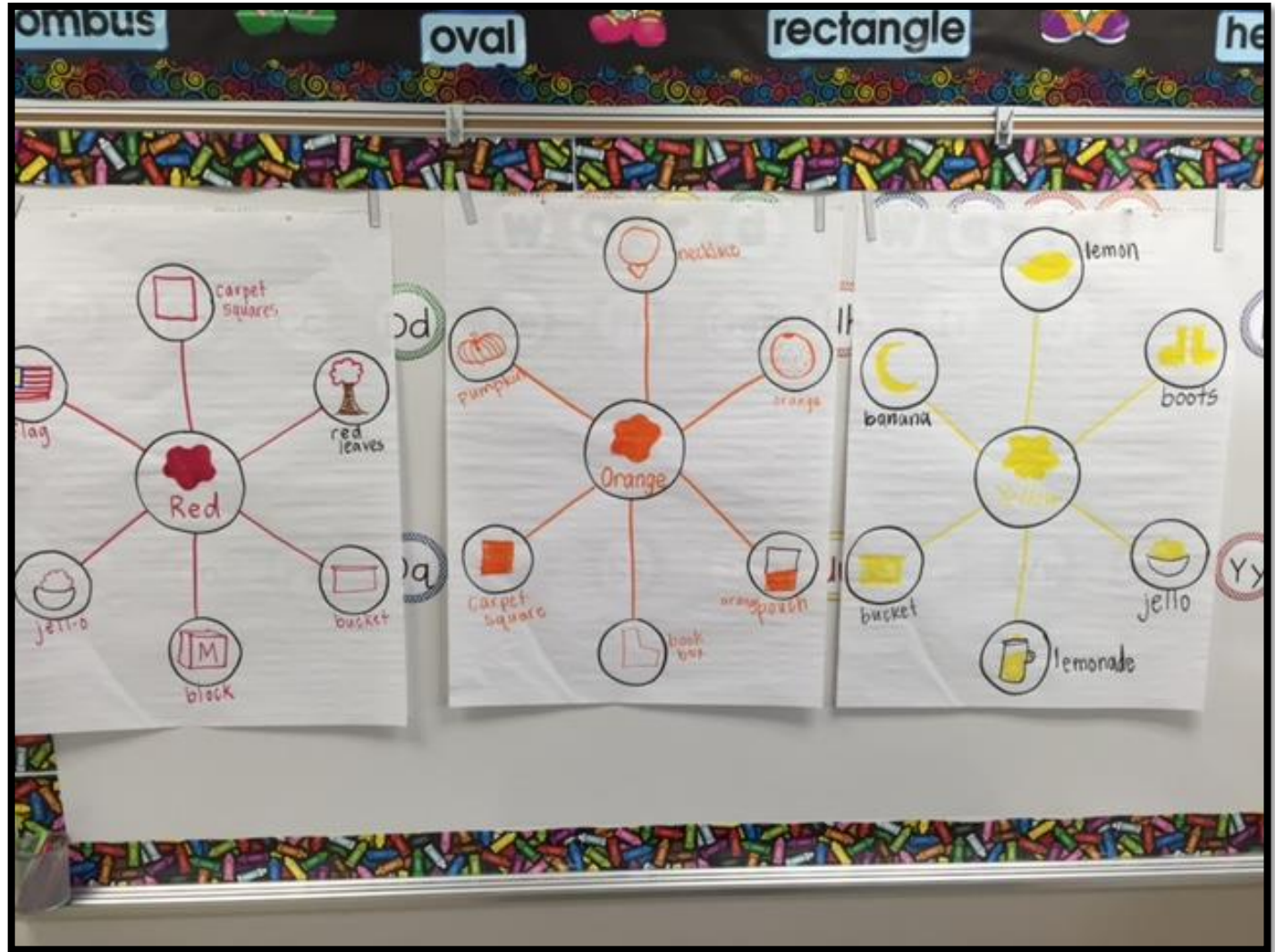
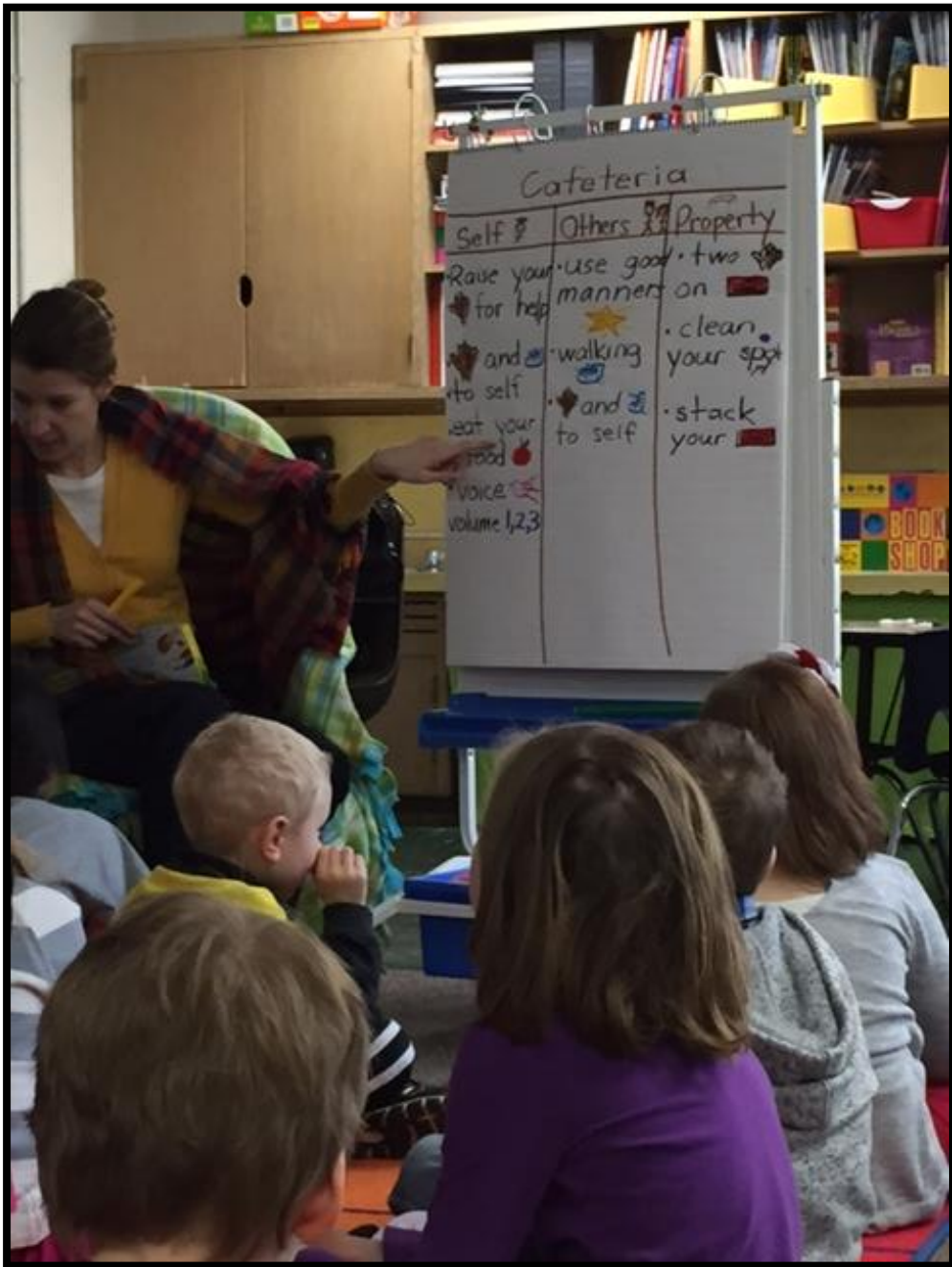
***It's your turn!!!***

ALL  
Learners











# Play Centers

Integral part of the day!

20 minutes daily

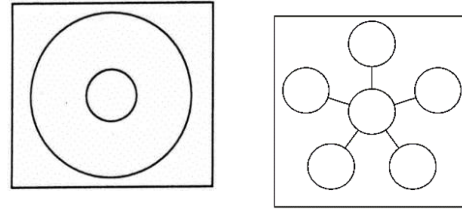
Thematic – rotates through the year

Early success hinges on our ability to navigate social environments

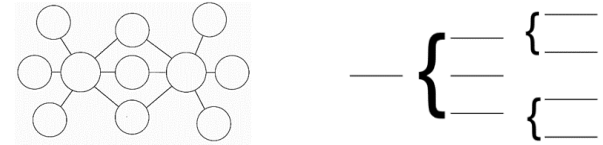
Builds social skills as well as listening/speaking skills

# Art of Curiosity

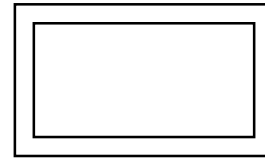
1 – Examine small part to whole



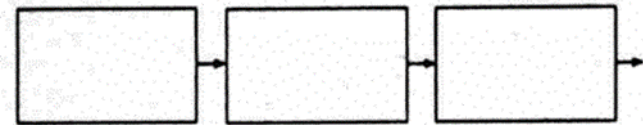
2 – See it as part of a bigger picture



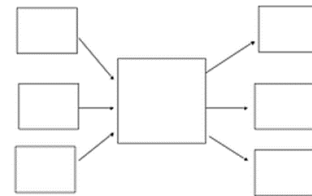
3 – Ponder what was/is behind it



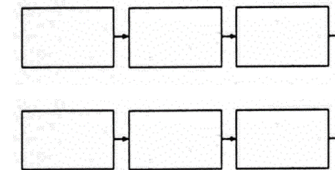
4 – Describe what came before it



5 – Describe the effects



6 – Describe what was/is happening at the same time

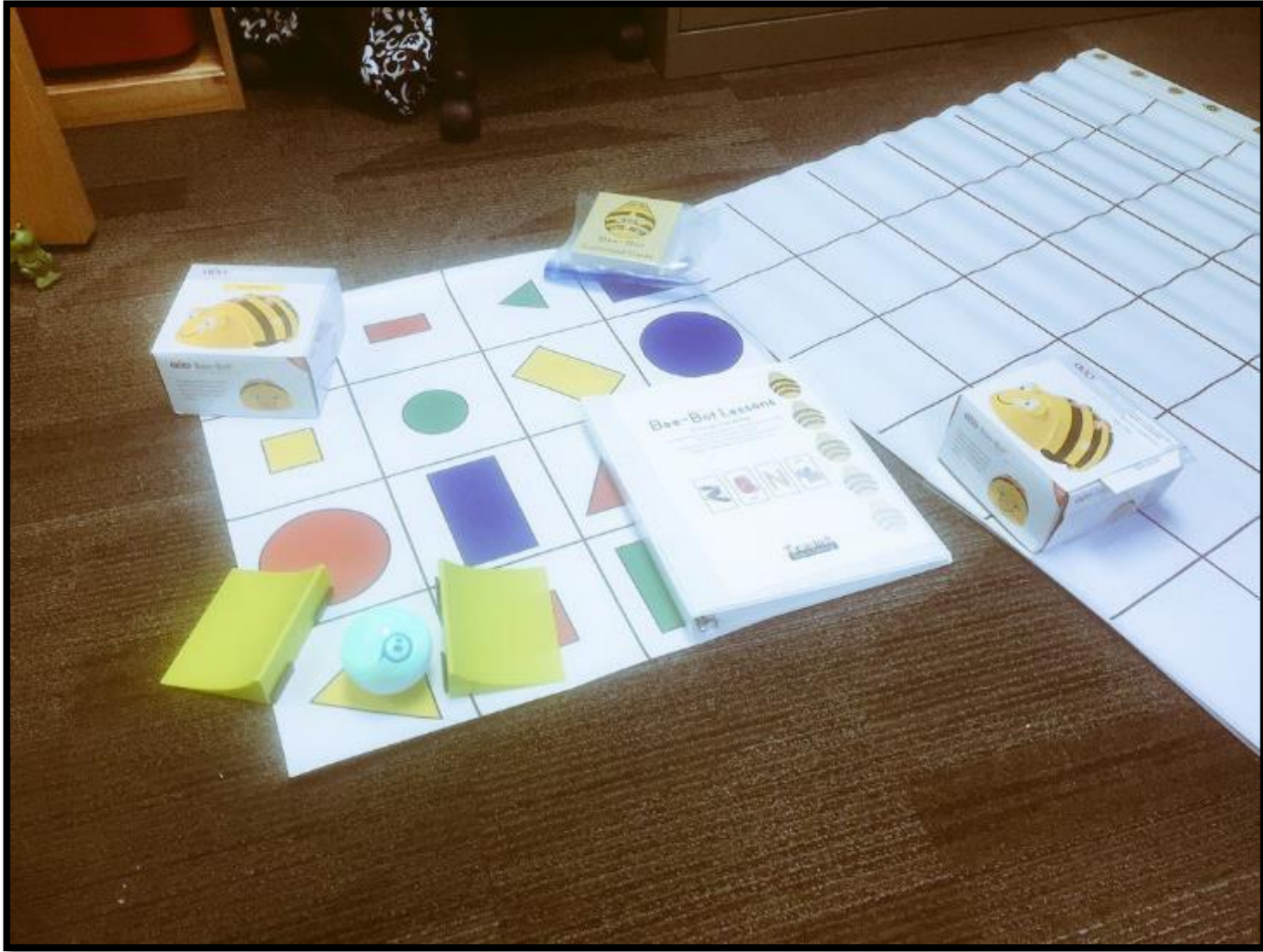


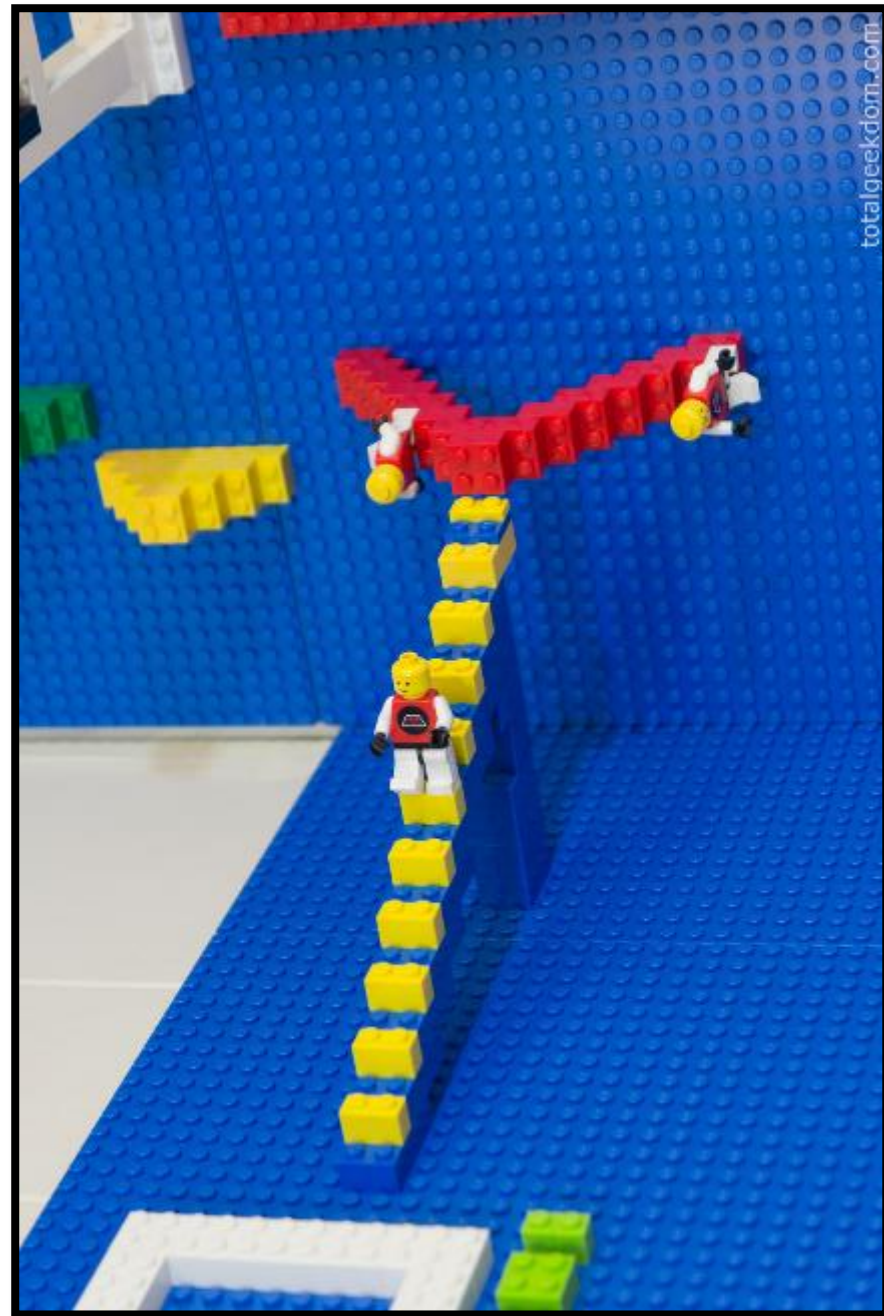
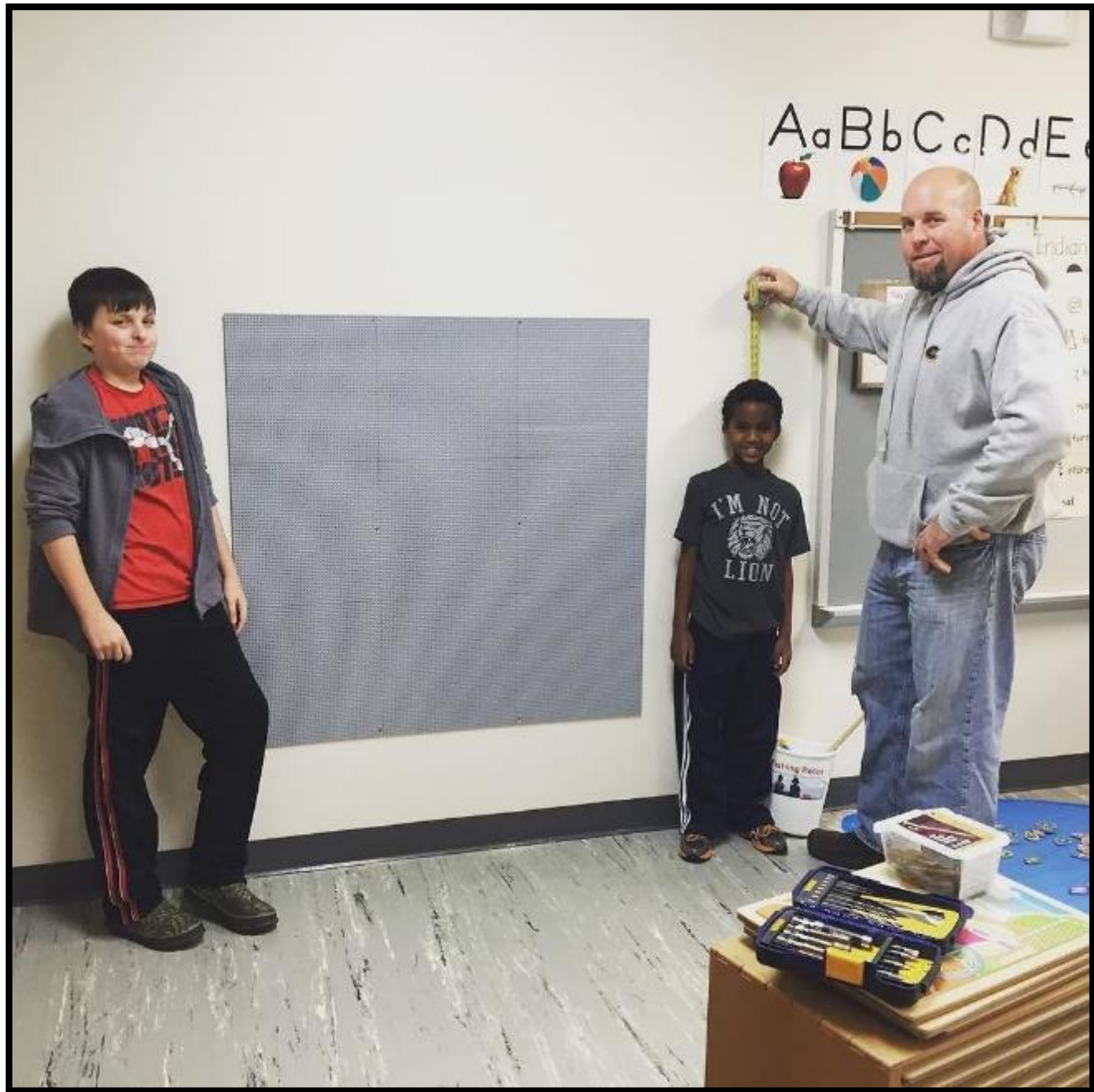








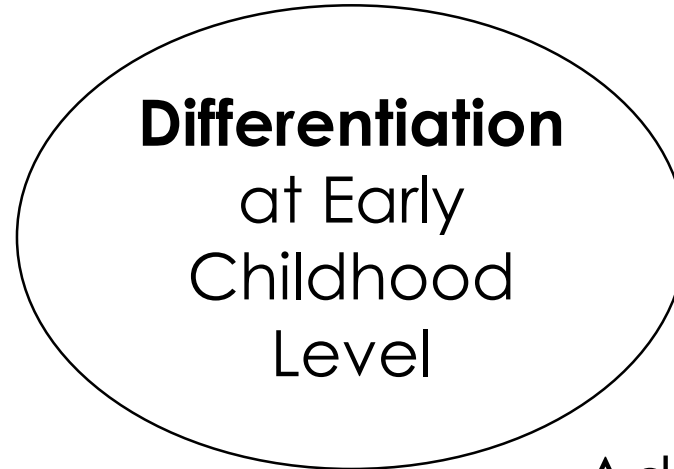




Choice  
Boards/  
Menu  
Boards

Passion,  
Choice,  
Inquiry,  
Play

Adapt the  
materials



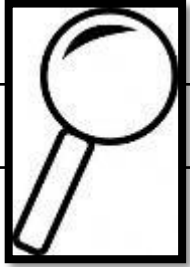
Flexible  
Small  
Groups –  
Math and  
Reading

Pre-Assess  
Prior  
Knowledge!

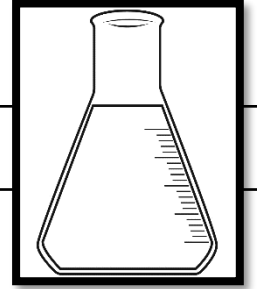
Increase  
Complexity  
– Bloom It  
Up!

Adjust Pacing  
– possible  
compaction  
of content

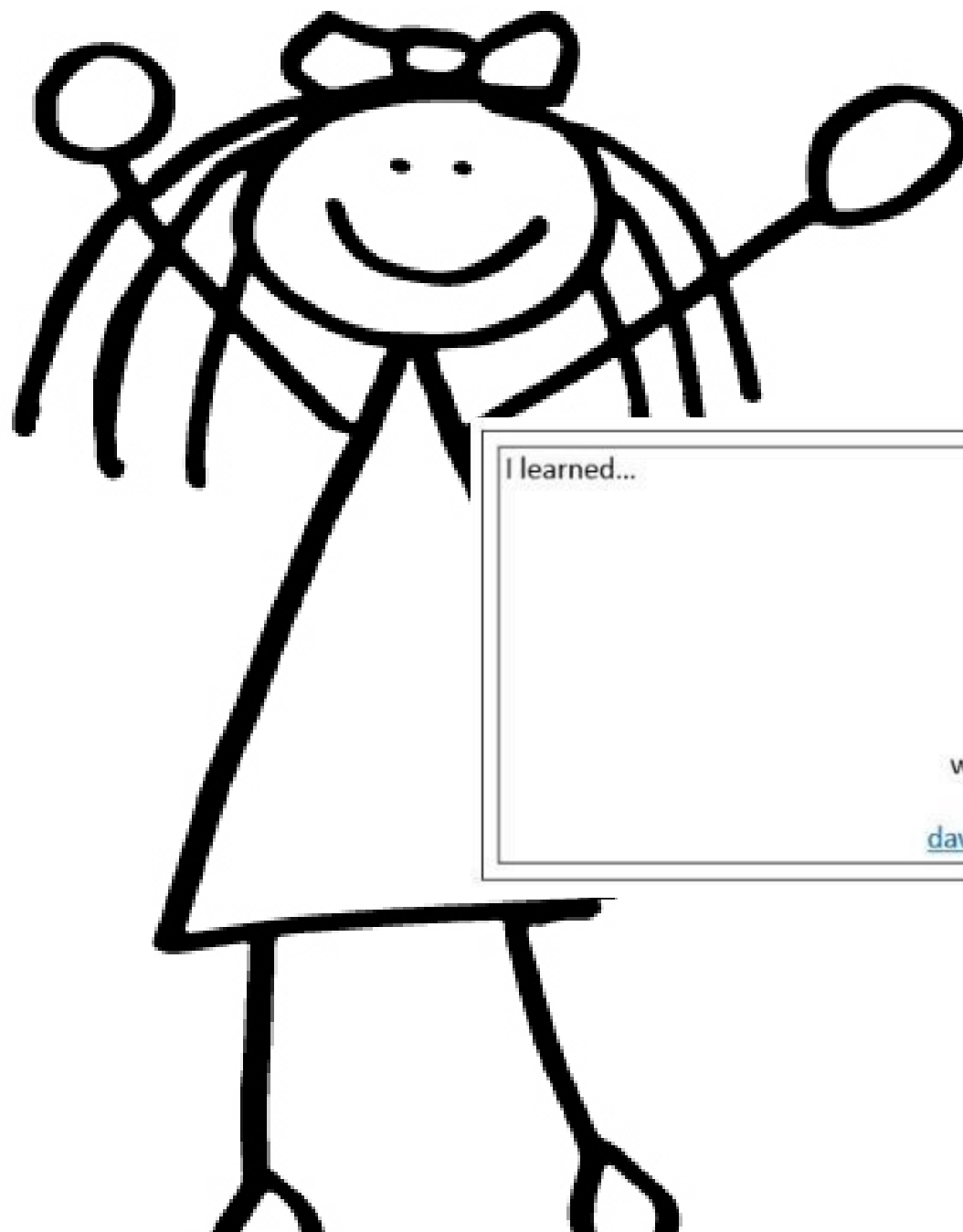
# Woodson's Advanced Academics



Think like a **Detective**



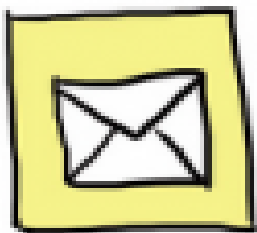
Think like a **Inventor**



I learned...

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