

# PEP TALK

## 2019



Supporting the education and well-being of gifted learners of Carroll, Guernsey, and Tuscarawas Counties.

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### Calendar of Events

- Oct. 16:** Peer to Peer Networking: Social Studies  
gr. 6-8: 3-4 pm  
gr. K-2: 4:30-5:30 pm  
Contact: ECOESC.org
- Oct. 18:** Young Authors' & Illustrators' Conference and Competition Part 1
- Oct. 22:** Peer to Peer Networking: Social Studies  
gr. 9-12: 3-4 pm  
Gr. 3-5: 4:30-5:30 pm  
Contact: ECOESC.org



### Coordinator's Corner: *Intentional Instruction*

*By: Lisa Burrell, Gifted Coordinator*

I have learned the most beneficial things in life are the most rewarding yet, the process of achieving them is usually difficult. As an educator, the high achievers will do anything to make the grade and please their teachers. The gifted students will do what is needed to get by. Sometimes, they become underachievers because they are bored since they already know the content or they never have to work hard to achieve the high grades. School for them is easy. However, the "easy learning" in the long term is detrimental for most gifted students.

Many base their self-worth on the grade, perfect assignments, and what comes easy. When the grade becomes harder to achieve, or an assignment is not perfect, their self-esteem is shattered. Many suffer from high anxiety/stress they bring on themselves because of how they view their self. Educators need to be aware of this and become intentional instructors.

Intentional Instruction is not going to come easy. However, it will be very rewarding for the instructor and the student. To be an Intentional Instructor, one must take into account students' interests, learning styles, and social/emotional functioning. This leads to intentional differentiation where precious time is spent meeting with individual students to create learning experiences that provide/promote rigor, depth, and challenge. The learning experiences should make getting an "A" difficult to reach. The gifted brain will love the challenge. The emotional part will struggle. Intentional Instructors will address the struggle. How? Celebrate a "B." Get excited about mistakes -- they show room for more learning. Encourage and praise effort not product. Reinforce confidence and continue letting the students know they are phenomenal and can achieve anything they pursue as long as they persevere and do not take mistakes and/or difficulties personal.

Ideas for Intentional Instruction: Learning Contracts/Logs, Compacting Curriculum, Independent Study, Interest Research - go beyond the Choice Boards - whatever the instruction be sure it will develop higher order thinking skills and Depth of Knowledge Levels 3 and 4.

Yes, time is precious and many of us think there is not enough of it. Our students are more precious than time. I encourage you to become the Intentional Instructor and take precious time to provide Intentional Instruction. Think long term for your students: Will they make it in college or career? Have they been given opportunities to experience difficulty? It's better to help them K-12 during struggles, then to allow them to be academically successful all the time. Life after high school will not be so accommodating.

I encourage all educators to be intentional in your instruction. Stay positive. Encourage your students even on difficult days. And, persevere. Educators are Superheros in disguise!

The most beneficial thing in life will not always come easy. Keep pressing on, the rewards are worth it!





Use Yer Noggin!

### Logic Puzzles of the Month

1. Mrs. Kelly lined up her textbooks from shortest to tallest. Her math book was taller than the science book, but shorter than the reading book. The spelling book was shorter than the math book, but was not the shortest. What order were the four books in?
2. I am a three-digit number. The digits' total is 9 when added together. All of my digits are odd numbers. The hundreds digit is less than the tens digit, but more than the ones digit. What is the mystery number?
3. Use the grid to help you discover what color car each of your neighbors drives and what kind of music they listen to while they're driving:  
Haley's new car is not black or white.  
The girl who listens to hip-hop drives a black car.  
The white car belongs to Katie.  
Corey does not listen to jazz or rock and roll or drive a blue car.  
Jazz gets played in the blue car.

	Blue	Green	Black	White	Jazz	Hip-Hop	Country	Rock and Roll
Corey								
Haley								
Katie								
Shana								
Jazz								
Hip-Hop								
Country								
Rock and Roll								

# ***Teacher Make and Take: That Bloomin' Cube!***

These questions can be used either on the sides of a paper cube (template available: email Rachel) or by including a single die to roll. These can be modified to fit any nonfiction piece, although they are designed for fiction/biography.

Roll the die. Each time you roll a certain number, choose 1 question from that number to answer (example: you roll a 1. Answer #1.1. Later, you roll a 1 again. Answer #1.2.) You are allowed to skip one question in each number group (for example, maybe you just don't like question #2.2. Skip it.)

## **IF YOU ROLL A 1:**

- 1.1 What are the two main ideas in this text?
- 1.2 List the main characteristics of one of the main characters in a WANTED poster.
- 1.3 Create a game where you have to match the character with something important they said.
- 1.4 Recall details about the setting of this text by creating a picture of where it took place. Include details.
- 1.5 Why did the text have the solution/resolution it did?

## **IF YOU ROLL A 2:**

- 2.1 Defend one of the decisions one of the main characters made that seemed controversial.
- 2.2 Draw a picture and write a sentence showing what happened before and after a passage in the text.
- 2.3 Explain how the main character felt at the beginning, middle, and end of the text.
- 2.4 Construct a timeline using only pictures that summarizes what happens in the text.
- 2.5 Predict what would happen next if the text had one more chapter/paragraph/event.

## **IF YOU ROLL A 3:**

- 3.1 Predict what would happen if we changed the setting of this text.
- 3.2 Offer three different solutions that you think could have been possible in this text and why.
- 3.3 List three ways the "lesson" or "moral" of this text would apply to your everyday life.
- 3.4 Transfer a main character to a new setting/storyline. What would happen?
- 3.5 Give examples of people you know who have the same problems as the characters in the text.

## **IF YOU ROLL A 4:**

- 4.1 List things that "could" happen and things that "couldn't" happen if this text happened in "real life."
- 4.2 Select parts of the story that were: funniest, saddest, happiest, and most unbelievable.
- 4.3 Compare and contrast two of the main characters.
- 4.4 Find an action one of the characters did that was something you could picture yourself doing or something you've actually done.
- 4.5 List characteristics of the main characters that were actually stated and those that were implied/you had to figure out from things that happened.

## **IF YOU ROLL A 5:**

- 5.1 Add a character to the text and explain how it would change the solution/resolution.
- 5.2 Create a cartoon that summarizes the text.
- 5.3 Create a new product related to the text. Make an advertisement (picture, radio script, etc.) for it.
- 5.4 Imagine you are the main character. Write a diary account of your daily thoughts and activities.
- 5.5 Create an original character and tell how the character would fit in the text.

## **IF YOU ROLL A 6:**

- 6.1 Do you agree with the outcome/actions in the text? Why or why not?
- 6.2 What would you recommend about this text to others? What would you not recommend?
- 6.3 Decide if the events in this text really could have happened and justify reasons for your decision.
- 6.4 List the characters in order based on which ones you would want as a friend. Explain why.

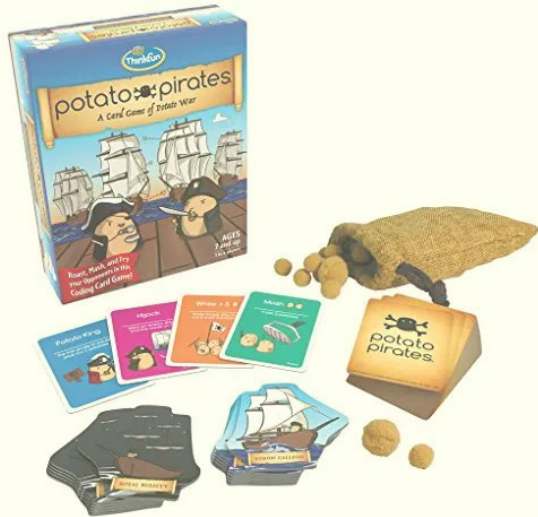
Did you know.....

*Gifted children often feel like they don't fit in.*

Feelings of isolation and not belonging can eventually lead to emotional struggles, depression, dropping out of school and even suicide.

## MONTHLY GAME GIVEAWAY

### Potato Pirates



**ThinkFun Potato Pirates  
Coding Card Game and STEM  
Toy for Boys and Girls Age 7  
and Up - A Fun Card Game of  
Potato War**

### **Congratulations!**

Our September  
winner is:

*Caressa Ward*

From East Guernsey  
Schools

### **Register to Win!**

the monthly game  
giveaway...  
Email your name and  
school district by  
**October 25th to:**

[lisa.burrell@ecoesc.org](mailto:lisa.burrell@ecoesc.org)

Or

[rachel.winters@ecoesc.org](mailto:rachel.winters@ecoesc.org)



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## *Fun Fact*

Did you know...

...canned pumpkin isn't pumpkin at all?

Well, sort of. It turns out, pumpkins, cucumbers, and melons are all part of the same family as all of our favorite winter squashes. Libby, who produces 85% of the canned pumpkin in the world, uses a special kind of squash, called Dickinson, for the canned pumpkin we know and love. It turns out our carving pumpkins don't always make great pies.

Want more information? Check the link at

<https://www.snopes.com/fact-check/canned-pumpkin-isnt-actually-pumpkin/>