

**March 2018**



# Pep talk



Supporting the education and well-being of gifted learners in Tuscarawas County

## Calendar of Events

- March 7th—Middle School Honors Band and Choir
- March 9th—EMIS Gifted Meeting at the St. Clairsville ESC
- April 13th —Writer’s Workshop at Buckeye Career Center
- May 14th -15th—7th & 8th grade gifted Job Shadowing
- May 16th-17th—Middle School Math Tournament at Buckeye Career Center

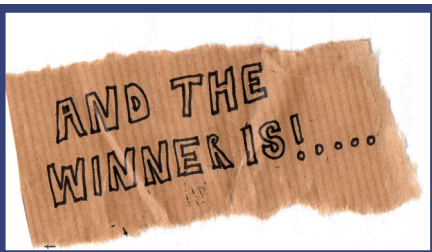
## Coordinator’s Corner

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#### Superior Cognitive Gifted

Definition: Superior Cognitive giftedness is overall exceptional intelligence. It is NOT reflective of specific academic areas, arts, or athletics. The following table is a reminder of common traits and possible frustrations that may occur in the classroom. Keep in mind, the best practices for reaching/teaching gifted students is to know their interests and provide opportunities for them to explore and relate their interests to standards being taught—another way to differentiate. Doing so will help alleviate the many frustrations experienced when facing the problems listed in the table below.

Common Trait of Super Cognitive	Possible Problems in-class
Superb long-term memory; knows a lot of facts	Boredom and/or impatient
Very fast thinker	May become frustrated with others who do not think as fast.
Very advanced comprehension	Hates rote-learning, irritated by level of presentation of school work
Interests dominates thinking	Lack of focus on school work that is not related to interests. Resent being interrupted and may not listen.
Great verbal ability	Uses this skill to avoid doing difficult tasks
Advanced use of language	Alienated from age peers
Deep thinker	Hates deadlines and might avoid doing work at all or only halfway.



**Congratulations!!**

**Beth Parks at**

**Tuscarawas Valley Local Schools**

Winner of the February

drawing for Kaboodle!

# CHARACTERISTICS OF GIFTED LEARNERS

When working with students in your classroom, keep in mind the following gifted characteristics. Are you noticing any of these characteristics in the students you are teaching?

- asks questions
- highly curious
- mentally and physically involved
- wild, crazy ideas
- plays around, yet tests well
- discusses in detail, elaborates
- shows strong feelings/opinions
- enjoys learning
- unorganized
- already knows
- prefers adults
- draws inferences
- initiates projects
- manipulates information
- thrives on complexity
- keenly observant
- highly self-critical
- indifferent

## March Game Giveaway— **SUSPEND** by Melissa and Doug

This award-winning '**teetering, wobbling, shifting, tipping, unbalanced, balance game**' is a must-have for fun! Take turns hanging the notched, rubber-tipped wire pieces from the tabletop stand. With each added piece, the balance shifts and the sculpture transforms. But watch out! One wrong move could send it all crashing down! **Suited for 1-4 players**, this game is guaranteed to appeal to kids of all ages!

Besides being a fun game to play, **Suspend helps promote important developmental skills**. Retrieving and placing the wire pieces helps refine **fine motor skills** and **hand-eye coordination**, while the **strategic thinking** and **logic** involved in deciding where to place a piece helps brush up those **problem-solving skills**. Playing games also helps children make **social-emotional connections** and learn important concepts like taking turns, playing fair, and winning and losing gracefully.



To enter for a chance to win **SUSPEND**, send an email to:  
[lisa.burrell@ecoesc.org](mailto:lisa.burrell@ecoesc.org) by March 23rd.