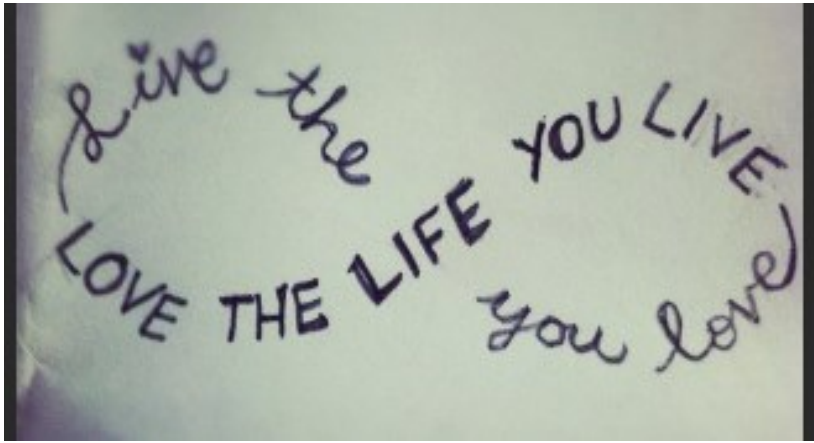


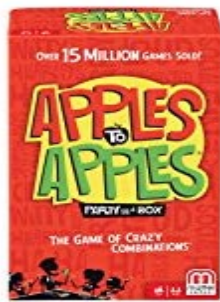
# A GIFTED MINUTE



February 2020



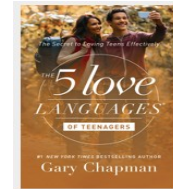
## Gifted Games for Home



Filled with surprises and outrageous answers! If the judge likes your comparison the best, you keep the Description card-Collect the most Description cards to win! Apples to Apples is the game of hilarious comparisons



## BOOK OF THE MONTH



Gary Chapman

5 Love Languages

## POSITIVE Thought of the Month

Today  
**YOU** are that  
is truer than  
true. There is  
nobody else  
**youer**  
than **YOU!**

-Dr. Sues



**TED**  
TALKS

Check **THIS OUT!**

The 5 Love Languages Explained

<https://binged.it/2uZsC5P>



## Gifted Parent Advisory Council and Parent Trainings

2019-2020

Thursday, September 12, 2019	<b>Landrum Middle School</b>	Multi-Purpose Room	6:30-8:00 p.m.
Thursday, November 21, 2019	<b>Pacetti Bay Middle School</b>	PE Multi-Purpose Room	6:30-8:00 p.m.
Tuesday, February 25, 2020	<b>Fruit Cove Middle School</b>	Multi-Purpose Room	6:30-8:00 p.m.
Tuesday, April 21, 2020	<b>Murray Middle School</b>	Auditorium	6:30-8:00 p.m.



Know the jargon of gifted education. Do your homework and learn the terms you are likely to encounter in an EP or meeting with your child's teacher. Here are some examples; I'm also attaching a list of other common terms in gifted education.

Differentiation: Adapting the pace, level, or kind of instructional curriculum to meet each students' individual learning needs, styles, or interests. Differentiation can be implemented through the content, process, product, assessment, and/or learning environment.

Curriculum compacting: An adaptation to the curriculum that shortens or eliminates work that students have already mastered quicker than their peers. It allows them additional time and opportunity they need for enrichment or acceleration options.

Multiple Intelligences/Learning style: Originally identified by Howard Gardner, this theory encompasses different ways of learning and processing, how your brain learns the best. A student's preferred mode of learning could be linguistic, musical, logical-mathematical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. Each individual has relative strengths and weaknesses in these domains.

Pre-Assessment: What does a student already know? Have these standards already been mastered? A student who shows mastery of material, before it is taught, should not have instruction, practice, or homework that covers this same material. A teacher uses the pre-assessment to plan and create tasks that match individualized interests, learning styles, and level of knowledge about a certain topic.

# February 2020

**Sun      Mon      Tue      Wed      Thu      Fri      Sat**

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25 <b>GPAC</b>	26	27	28	29