



A GIFTED OR TALENTED CHILD IN YOUR ENGLISH CLASS: A BLESSING OR A PAIN IN THE NECK?

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WHAT IS LETOVO SCHOOL?



WHY WE KNOW ABOUT THE GIFTED AND TALENTED?

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Из каких школ поступившие,
примеры:

ГБОУ Лицей "Вторая школа"

ГБОУ "Школа №1329"

ГБОУ Школа №57

ГБОУ Гимназия №1543

ГБОУ ФМШ №2007

ГБОУ Гимназия №1514

ГБОУ Лицей №1535

Олимпиадное портфолио учащихся
(победители и призеры)

Заключительный этап всероссийской олимпиады школьников

Experimental Physics Olympiad

(Международная олимпиада по экспериментальной физике)

**Всероссийская олимпиада школьников
по физике им. Дж. К. Максвелла**

Всесибирская открытая олимпиада школьников

Олимпиада им. Леонарда Эйлера

Мировой чемпионат по робототехнике

Олимпиада школьников
«Покори Воробьевы горы!»

Всероссийский этап Junior Skills Hi-Tech

Уральский турнир юных математиков

Московская олимпиада школьников

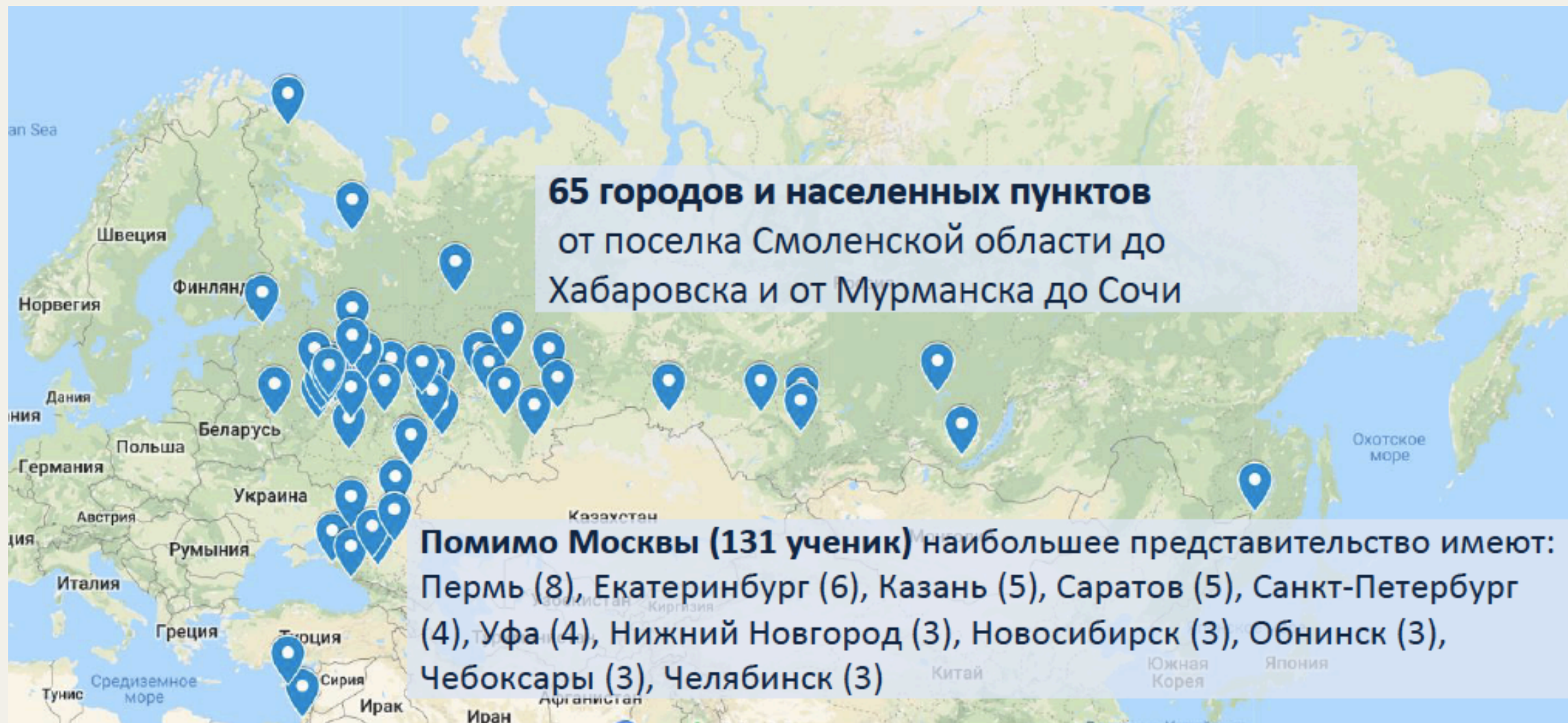
Математический праздник

Турнир имени М.В. Ломоносова

Турнир Архимеда

Межрегиональная олимпиада «Будущие исследователи — будущее науки»

WHERE DO SUCH KIDS COME FROM?



WHAT IS A GIFTED CHILD?

“A gifted child invariably exists in the dimensions of the environment where his giftedness can be revealed. There is a very simple model of giftedness that involves three factors. When all the three combine, the child develops aptitudes that are highly likely to manifest as giftedness.

- 1) IQ higher than average, manifested earlier and in a certain area
- 2) Motivation higher than average (switches on faster, works on their own longer, able to focus on a more challenging problem)
- 3) Creative thinking higher than average (broad interests, thinks outside the box, good memory and imagination)”.

Mikhail Mokrinskiy, Letovo School Principal

COGNITIVE CHARACTERISTICS OF GIFTED LEARNERS

- Exceptional reasoning ability
- Intellectual curiosity
- Rapid learning rate
- Advanced cognitive development in one or more academic areas
- Complex thinking
- Lengthy attention span
- Divergent thinking
- Keen sense of justice
- Capacity for reflection
- Early language development

Presented by **Dr. Kimberley Chandler**, Curriculum Director at the Center for Gifted Education at the College of William and Mary, member of National Association for Gifted Children, USA

ADOLESCENT CHARACTERISTICS OF GIFTEDNESS

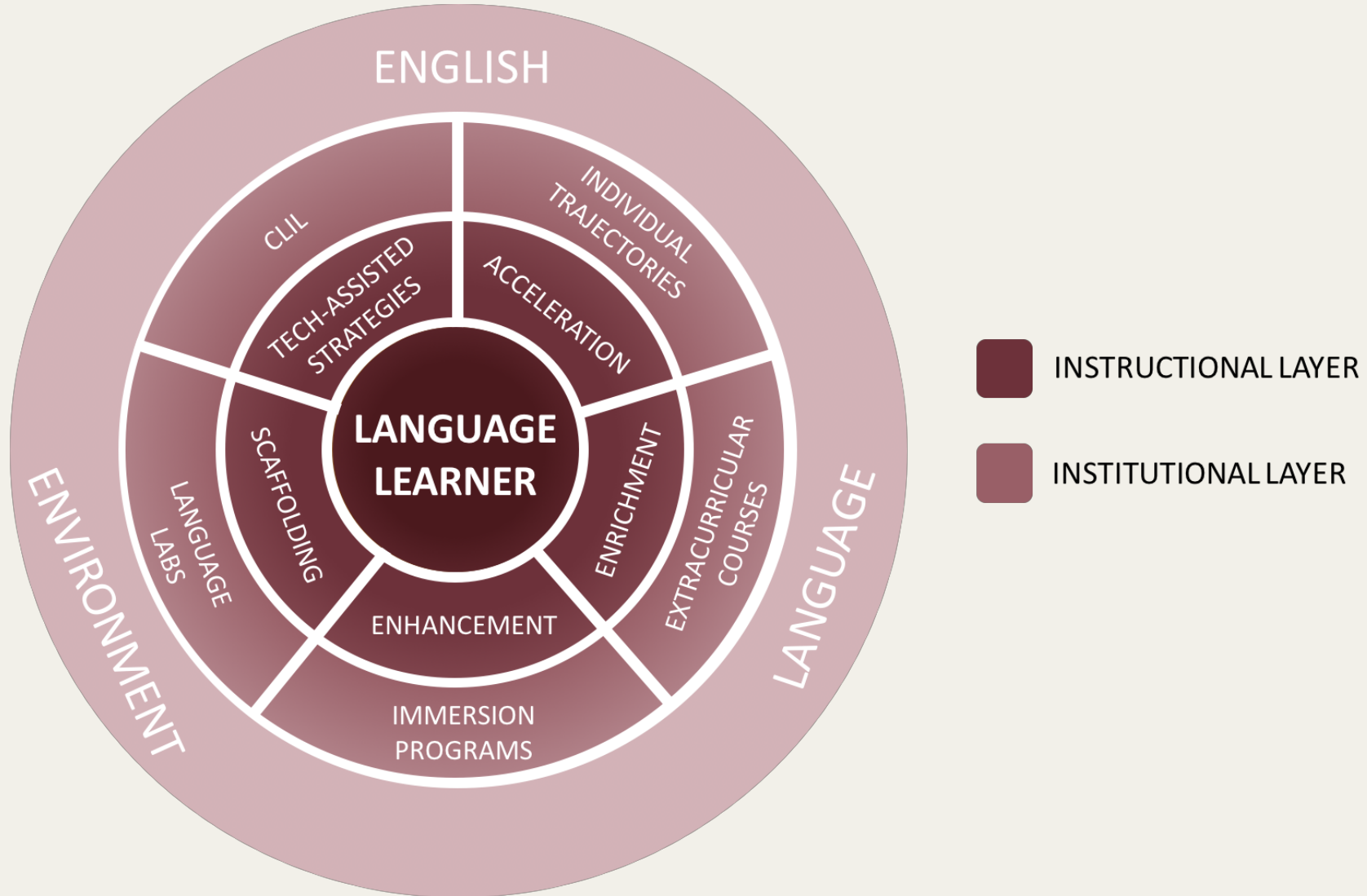
- May be developmentally advanced in one or more areas (uneven development)
- Learn at a faster pace in selected areas
- Ask and explore complex abstract questions and issues
- Experience complex social relationships and issues
- Desire individual responsibility
- Are hypercritical of self and others

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WHAT IS A GIFTED LEARNER IN AN ENGLISH CLASS?

- 1) A student who is more advanced than their peers in their language skills
- 2) A student who is lagging behind in the developed language skills but has high language aptitudes
- 3) A struggling student in English but whose giftedness in another area has been obvious (their language aptitudes may be limited)

LANGUAGE SUPPORT IN LETOVO



DIFFERENTIATION AS AN ACADEMIC MUST

ACCELERATION helping students catch up with their peers, perform at an expected level for their age and grade, or meet required learning standards	EXAMPLES: <i>visualization, memorization techniques, explicit vocabulary instruction, teaching to identify patterns of language, encouraging acquisition as opposed to learning</i>
ENRICHMENT expanding students' learning outreach	EXAMPLES: <i>developing classroom vocabulary, fostering study skills, targeting higher order thinking skills, adding more variables to study, requiring the use of multiple resources</i>
ENHANCEMENT deepening students' understanding or skills development	EXAMPLES: <i>requiring students to complete original research or to develop a product, giving them the option to select a topic for in-depth study, fostering test-taking skills or specific language exam skills</i>
SCAFFOLDING moving students progressively toward stronger understanding and, ultimately, greater independence in the learning process, whereby teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance	EXAMPLES: <i>activating prior knowledge, materials adaptation, pre-reading or pre-listening tasks, using graphic organizers, splitting texts into sections</i>

DIFFERENTIATION IN LETOVO ELA CLASSES

EVERY SINGLE PLANNED UNIT HAS A MANDATORY FIELD FOR DIFFERENTIATED ACTIVITIES!

CONTENT

- different pathways in one English group
- different text types within one topic (printed, visual, infographic)

PROCESS

- high-tech vs low-tech
- In the classroom vs in common zones

PRODUCT

- submissions in the electronic form vs handwritten
- creative writing piece vs info text

All – with a continuous assessment of students' readiness, interests and learning profile!

THE MAGIC OF CLIL

CLIL (Content and language integrated learning) is a modern approach to implementing bilingual teaching and learning of subject areas with a dual focus, namely the learning of content and the simultaneous learning of a foreign language.

- even struggling students in English feel confident in the areas of their giftedness
- more meaningful contents and interaction in your English class
- collaborative planning and possible team-teaching with content subject teachers
- raising students' awareness of other cultures and societies
- enabling students to use English as a useful tool rather than an irrelevant discipline

Examples in Letovo:

- Cambridge interactive readers as part of the distant prep course
- Group of struggling math students in English: MidYIS test

THE MAGIC OF INQUIRY

- involves speculating, exploring, questioning and connecting
- develops curiosity and motivation
- promotes critical and creative thinking

Examples in ELT:

- guided discovery of grammar and lexical phenomena
- developing language awareness

Examples in Letovo:

- conduct a mini-inquiry on a problem related to the overarching theme (migration patterns)
- a “specific problem” expert (refugees)

THE POWER OF MOTIVATION

- Challenging work (HOTS!)
- Emphasis on effort and ability (achievable but no spoon-feeding!)
- Constructive use of leisure time (reasonable amount of homework!)
- Affective issues in balance (no fear of failure, no pressure!)
- Emphasis on process vs. product (education is life, not preparation for life!)
- Matched subject content with interest (e.g. gamers, musicians)

THE 4 CORNERSTONES FOR THE GIFTED

DIFFERENTIATION

CLIL

INQUIRY

MOTIVATION

THE KEY QUESTION

If you do all this terribly
sophisticated stuff,
will your GIFTED learners be
a blessing or
a pain in the neck?

THE ANSWER

BOTH