

Table of Contents

Introduction	7
Vocabulary Review	10
Chapter 1: Understanding Gifted Learners	13
What Does “Gifted” Mean?	14
How Researchers Define “Gifted”	14
Pulling All the Research Together	16
Why a Definition Matters	17
Definitions Used by the Federal Government, the States, and Districts	18
Common Misconceptions About Gifted Children	20
Additional Resources—Giftedness	21
Chapter 1 Reflection	23
Chapter 2: Who Are Gifted Learners?	25
The Difference Between Gifted and Bright Students	26
Gifted Students Think Differently	31
Characteristics to Monitor	33
When Giftedness Causes Problems	36
Additional Resources—Gifted Characteristics	37
Chapter 2 Reflection	38
Chapter 3: Creating a Differentiated Classroom for Gifted Students	39
What Is Differentiation?	40
Characteristics in a Truly Differentiated Classroom	41
How Gifted Students Learn	43
What Gifted Learners Need in School	45
Additional Resources—Creating a Classroom for Gifted Students	48
Chapter 3 Reflection	49

Table of Contents *(cont.)*

Chapter 4: Curriculum Compacting	51
Renzulli and Reis' Research on Curriculum Compacting	
Compacting	52
How to Begin Compacting the Curriculum	54
Should I Use Enrichment or Acceleration?	55
Examples of Curriculum Compacting	56
Additional Resources—Curriculum Compacting	58
Chapter 4 Reflection	60
Chapter 5: Questioning Techniques	61
Why Do Teachers Use Questioning?	62
What Makes a Good Question?	63
How Can Teachers Ask Good Questions?	64
Bloom's Taxonomy of Cognitive Thought	65
Effective Use of the Higher Levels of Thinking for Gifted Students	70
Sample Questions and Activities for the Classroom	71
Additional Resources—Bloom's Taxonomy	76
Chapter 5 Reflection	77
Chapter 6: Differentiation by Depth and Complexity	79
Sandra Kaplan's Dimensions of Depth	80
Sandra Kaplan's Dimensions of Complexity	84
Additional Resources—Depth and Complexity	85
Chapter 6 Reflection	87
Chapter 7: Tiered Assignments	89
Why Use Tiered Assignments?	90
How to Plan Tiered Lessons	91
Ways to Organize Tiered Lessons	92

Table of Contents *(cont.)*

Tiered Instructional Tasks on Harriet Tubman Using Bloom's Taxonomy	93
Stickers and Attributes: A Tiered Activity for Classifying Objects.	94
Tiered Assignments With Math Centers	96
Helpful Hints for Tiered Centers	99
Additional Resources—Tiered Lessons.	100
Chapter 7 Reflection	101
Chapter 8: Individualized Learning Contracts.	103
What Are Individualized Learning Contracts?	104
Why Use Individualized Learning Contracts?	104
How to Use Individualized Learning Contracts . .	105
Guidelines for Setting Up a Contract.	107
Learning Contract Examples.	109
Additional Resources—Individualized Learning . .	113
Chapter 8 Reflection	114
Chapter 9: Creative Problem-Solving Activities	115
Connecting Creativity and Problem Solving	117
Why Use Creative Problem Solving With Gifted Students?	118
The Wallas Method	119
The Two-Stage Model	120
Creative Problem Solving	121
Additional Resources—Creative Problem Solving	123
Chapter 9 Reflection	125
Chapter 10: Multiple Intelligences.	127
What Are Multiple Intelligences?	128
The Eight Intelligences	130

Table of Contents *(cont.)*

How to Use Multiple Intelligences for Gifted Learners	135
Parent Introduction to Multiple Intelligences	140
Multiple Intelligences Newspaper Activities	142
Multiple Intelligences State History Activities . . .	143
Additional Resources—Multiple Intelligences . . .	145
Chapter 10 Reflection	146
Glossary	147
References	150

Table 2.1: Characteristics of a Bright Child vs. a Gifted Child

The Bright Child	The Gifted Child
knows answers to questions	asks the questions that need to be answered
is interested in content	is curious about content
is attentive	is both mentally and physically involved
has good ideas	has unusual ideas
works very hard	doesn't need to work as hard as others, but has a good understanding
can answer the questions with hard work	likes to elaborately discuss the problem
is at the top of the class	is far beyond the top of the class
is interested in the debate	has strong opinions about the debate
learns easily	already knows the material
needs about eight repetitions to master topic	needs only one repetition to master topic
has a good understanding of ideas	creates the ideas and inferences
likes friends in his/her age group	likes the company of adults
completes assignments on time	initiates projects to do in class
is friendly and open	is intense and passionate
is good at copying ideas	creates the new ideas
is motivated by school	is motivated by learning
can absorb information	can manipulate information
is like a technician	is like an inventor
can memorize well	can guess well
likes order	likes complexity
is pleased with his/her successes	is critical of his/her successes

Table 2.2: Categories of Characteristics of Gifted Students

Category	Characteristics
Cognitive	remember large amounts of information superior comprehension interested in many things highly curious advanced language and verbal development unusually large capacity for processing information able to think quickly and with flexibility have many ideas spend extended amounts of time on projects make unusual connections generate many original ideas and unique solutions integrate ideas and disciplines use and form conceptual frameworks early on evaluate approach toward self and others have a remarkable intensity driven by goals
Physical	heightened sensory awareness unusual discrepancy between physical and intellectual development low tolerance for lag between their standards and their athletic skills
Affective	large accumulation of information about emotions unusual sensitivity to the feelings of others sense of humor heightened self-awareness, feelings of being different idealistic and sense of justice inner locus of control unusual emotional depth and intensity high expectations of self/others are perfectionists need consistency between values/actions high levels of moral judgment
Intuitive	early involvement and concern for intuitive knowing open to intuitive experiences creativity apparent in all areas of endeavor ability to predict interest in future
Societal	strongly motivated by self actualization needs advanced capacity for conceptualizing and solving societal problems possess leadership qualities involvement with the meta-needs of society [justice, truth, beauty]

Source: Adapted with permission from *Growing Up Gifted: Developing the Potential of Children at Home and at School* (3rd ed.), by Barbara Clark. Copyright © 1988 by Prentice Hall Publishing.