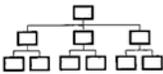
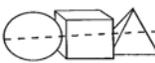


## Classroom Practices to Support Gifted Students: What Parents Should Expect

- Ongoing **pre-testing** to identify what the GATE student already knows on a given topic of study.
- **Compacting** grade level curriculum to focus on what is not known in that topic.
- Learning tasks that require the GATE student **to go more deeply** into the grade level curriculum.

## Visual “Look Fors” in the GATE Cluster Classroom

The **thinking tools** featured in the chart below are non-verbal, visual representations that describe ways a GATE student can think more deeply about and make learning connections with the core curriculum. They serve as a short hand for teachers and students on specific ways to work with learning content. These thinking tools describe **what** a student will do with the content. The thinking tools should be clearly posted in the GATE classroom and GATE students should label their work with the thinking tools. The thinking tools are introduced in the second grade and it is expected that students will be using them independently by the sixth grade.

<i>Depth</i>	<i>Icon</i>	<i>Definition</i>	<i>Example</i>
<b>Language of the Discipline</b>		What vocabulary terms are specific to the content or discipline?	Tools Acronyms Terms
<b>Details</b>		What are the defining features or characteristics? Find examples and evidence to support opinions and ideas.	Parts Factors Attributes Variables
<b>Patterns</b>		What elements reoccur? What is the sequence or order of events?	Predictability Repetition
<b>Unanswered Questions</b>		What information is unclear, missing, or unavailable?	Missing Parts Incomplete Ideas Discrepancies
<b>Rules</b>		What structure underlies this subject? What hierarchy or ordering principle is at work?	Structure Organization Classification “Because...”
<b>Trends</b>		Note factors (Social Economic, Political, Geographic) that cause events to occur. Identify patterns of change over time.	Influence Course of Action Compare, Contrast and Forecast
<b>Ethics</b>		What controversies exist? What arguments could emerge from a study of this topic?	Pro and Con Right and Wrong
<b>Big Ideas</b>		What theory or general statement applies to these ideas?	Generalization Theory Principle Main Idea
<b>Across the Disciplines</b>		Relate the area of study to other subjects within, between, and across disciplines.	Connect Cross-Curricular study
<b>Changes over Time</b>		How are elements related in terms of the past, present, and future?	Connecting points in time Examining a time period
<b>Multiple Perspectives</b>		How would others see the situation differently?	Different roles Various viewpoints

