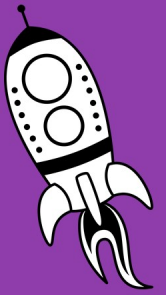


MEETING THE NEEDS OF GIFTED LEARNERS, JETSONS-STYLE! Course Guide



MEETING THE NEEDS OF GIFTED LEARNERS, JETSONS-STYLE

with Lisa Van Gemert
(aka Jane Jetson)

with Lisa Van Gemert, M.Ed.T.

Part 1: Differentiation

Preassessment

Option 1: Google Forms

- * Click on the settings gear.
- * Click the quizzes tab to set your preferences.
- * Be sure to save!
- * When you create your point value and add feedback (optional).
- * You can make other choices under the Presentations tab.

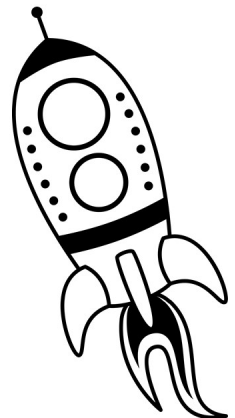
Option 2: Boom Cards [wow.boomlearning.com](http://www.wow.boomlearning.com)

Content

- * Begin with highest-level learner in mind: bit.ly/highest-learner
- * Newsela: newsela.com
- * Rewordify: rewordify.com

Process

- * Increase abstraction
 - ★ Read without study questions.
 - ★ Skip questions.
 - ★ Give answers and work backwards.
 - ★ Skip steps.
 - ★ Editor, not writer/corrector, not solver
- * Remember: just a menu isn't enough.

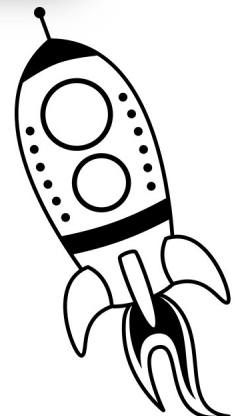


Part 2: Take them to the top of Bloom's



BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

 bit.ly/tech-blooms



Part 3: Social/ Emotional Needs/ Learning

 *Blend digital and analog activities.*

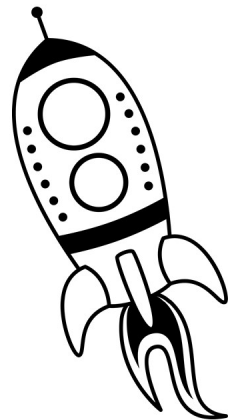
 *Do check-ins (you can use Google forms for triage).*

 *Break smaller teams*

 **Consider a single break out, rather than the entire class broken into multiple simultaneous groups.**

 *Connect parents to resources.*

 *Panic is contagious. Avoid spreading it.*



Part 4: Must-have tools

Hyperdocs.

- * **Build in the preassessment.**
- * **Offer different reading/viewing options.**
- * **Offer different application options.**
- * **Offer different product options.**
- * giftedguru.com/my-foray-into-hyperdocs

Edpuzzle

- * edpuzzle.com

Jamboard

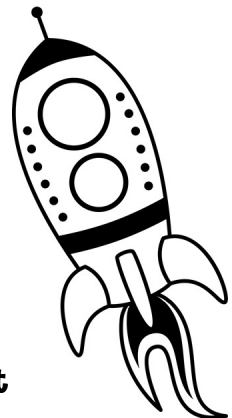
- * jamboard.google.com
- * **Get templates at ditchthattextbook.com/jamboard-templates**

Google Slides

- * **Build a bigger cluster.**









Depth & Complexity

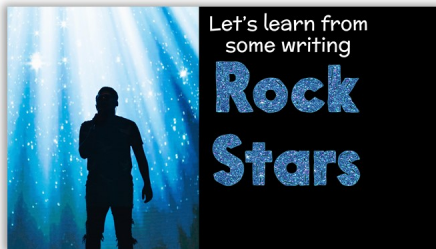
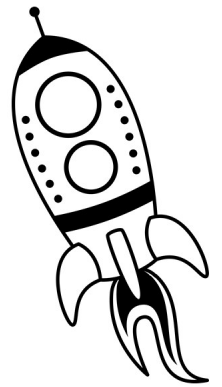
- * **Digital frames (you can buy an inexpensive template at bit.ly/dcframes or make your own in Google Slides)**
- * **Use emoji.**
- * **Get the book if you want a one-stop-shop training on it at bit.ly/dc-guidebook.**



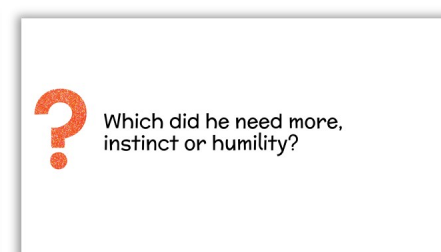
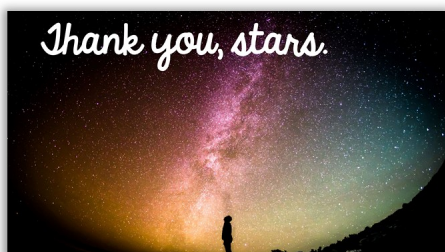
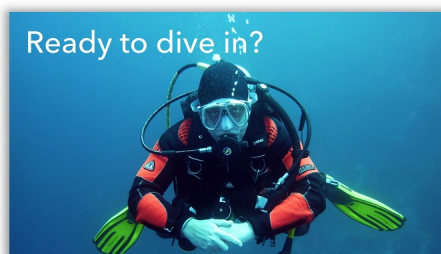
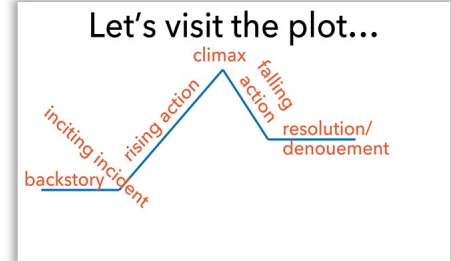
Part 5: Build Evergreen Assets

 *Create slides and other assets you can use over and over again.*

-  **sharing work**
-  **asking questions**
-  **introducing a difficult topic/word/concept**
-  **formats used over and over (Like the plot diagram)**
-  **rating scales**
-  **thank you**
-  **chapter breaks**
-  **questions**



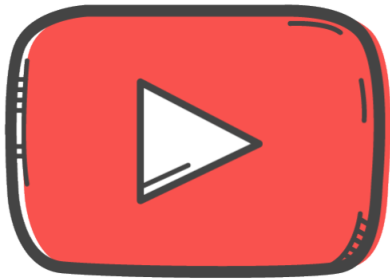
Defcon 3	Defcon 2	Defcon 1
In +/- 100 words, discuss three key points in the plot that could have turned the story around. Be specific about the incident.	In +/- 200 words explain how the man could have improved his instinct, even while already on the trail. Or, was it too late? Was he fated from the beginning?	In +/- 200 words, argue that the dog, as part of nature, is part of the man's enemy. Should the dog have helped?



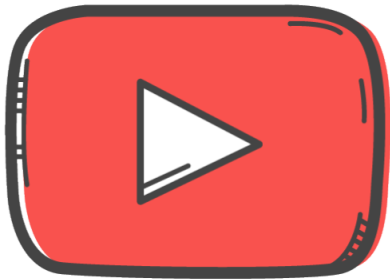
If you'd like to see me teach real kids, you can see it. They're all there on the YouTubes! If you teach ELA, the classes would be a great compacting option. (4th - 12th)



The Short Story Class



My Side of the Mountain



His Majesty's Dragon



In what ways is this lottery unfair, even though it seems fair because everyone has the same chance?



The Lottery by Shirley Jackson Short Story Class

896 views • Streamed live on Mar 25, 2020

48 1 SHARE SAVE ...

Top chat replay ▾

- Soren Cowell-Shah It's not fair because none of those people deserve to be killed like that
- Tod Levi bigger families have a statistical advantage!!!!
- Eric Houghton They don't have the same chance. Better odds if you're in a large family
- Sophie Huang it is unfair because some people have no family
- Soniya W the whole concept is unfair
- J Sand @Plankster ok im good
- Nerdy Fangirl They don't do everyone draws, they do the head of the household draws.
- kheron1234 because the winner hasnt done anything wrong
- Honeydoy T It's fair in a lottery sense, but it is unfair that someone is dying over such a small thing
- Jane Packer ITS UNFAIR BECAUSE LITTLE DAVY CAN DIE

Thank you for signing up for this training! Your time is so valuable, and I very much appreciate your trusting me with it. Please allow me to introduce myself!

I'd love to connect on the socials!



I've got an email list to stay in the know!



I'm Lisa Van Gemert, and I love sharing ideas and strategies with fellow teachers.



Besides my own teaching, I'm best known for my work with teachers all over the world. Here, I'm facilitating training with graduate students at the University of New South Wales in Sydney, Australia (my father-in-law's alma mater!). He came that day, and if you peer closely, you can see his sweet, bald head on the middle right.

I lead student workshops for kids from Kindergarten through 12th grade all over the country.



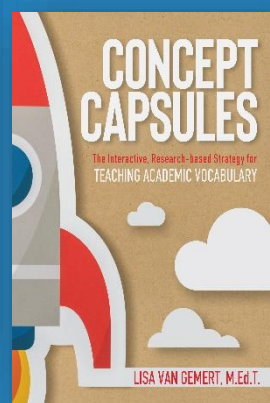
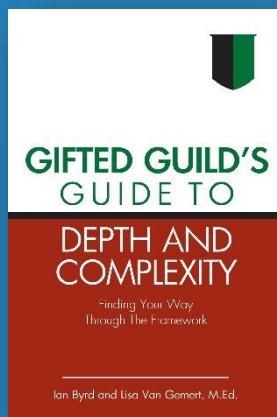
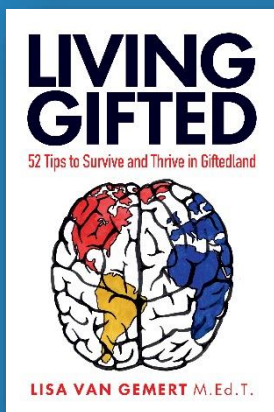
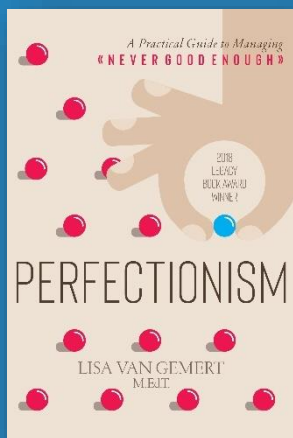
I also speak to parent groups, in person and virtually. You can probably guess they're not as fun as the kids!

Through the wonder of the internet, I also teach students from all over the world virtually from my home in Arlington, Texas.

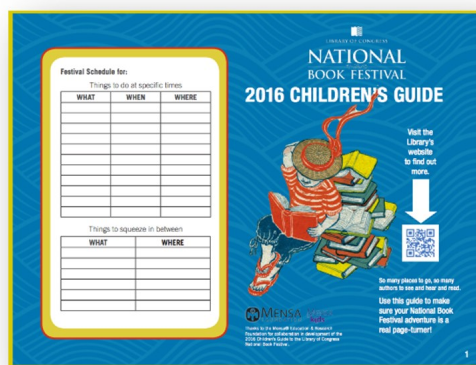
I've written four books, one with Ian Byrd. If you have ever considered writing a book, go for it!



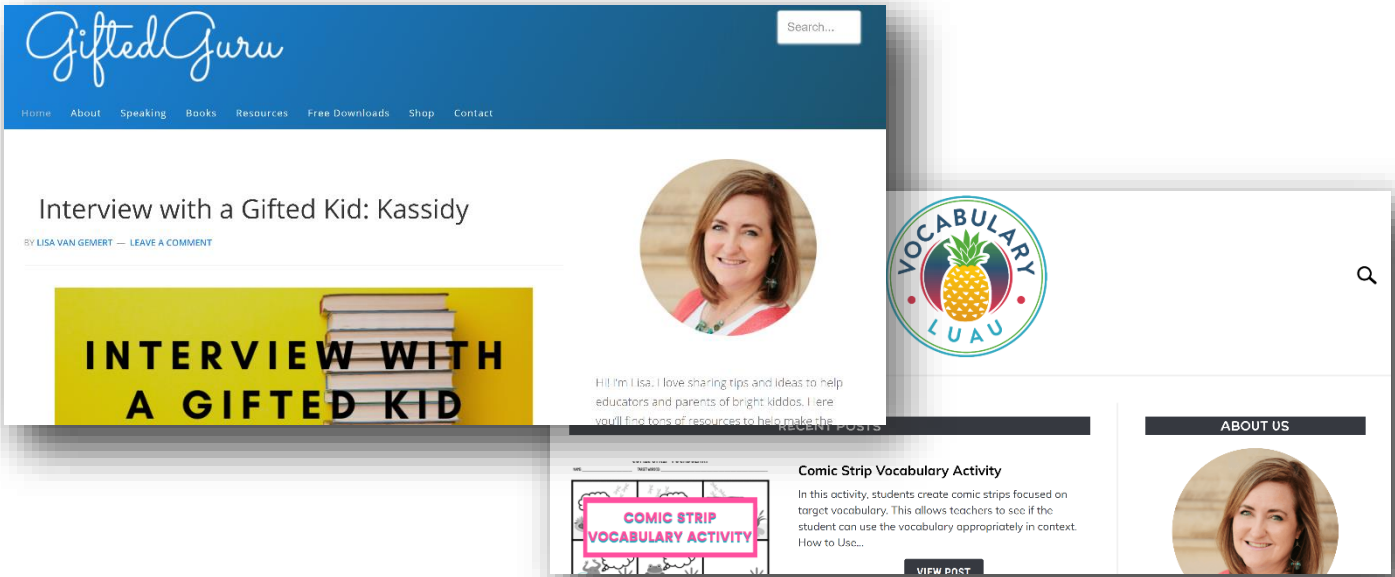
Image courtesy Dallas Morning News



I show up on TV and radio sometimes (that's my real, live son in the middle there), and I love the work I do for the Library of Congress, including these children's guides to the National Book Festival.



I write about Gifted Ed at my website GiftedGuru.com, and I share strategies and ideas for vocabulary instruction at [Vocabulary Luau.com](http://VocabularyLuau.com).



Because I love to share stuff I make, I also create resources for teachers that I share on [Teachers Pay Teachers](http://TeachersPayTeachers.com) (there's even some PD there!).



It's been so nice to meet you! I hope we can connect!

If you have any questions, feel free to email me at lisa@giftedguru.com.

