

Enhancement Activities/Strategies for Gifted/High Ability Learners: Sample Reading/Language Arts Learning Plan

Big Idea/ Topic

- Comparing and Contrasting Stories (aligns with 3rd ELA learning plan, pages 13-17)

Standard Alignment

- ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ELAGSE3RL4: Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.
- ELAGSE3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
- ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.
- ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Advanced Research

Choose an author who has written multiple books or poems you enjoy. Learn about the author. What was his/her childhood like? What kind of formal training/schooling has he/she had? Has the author always been successful in writing? Use your research to create a fake social media account for the author using this tool from [ReadWriteThink](#).

Communication

- Encourage students to keep a journal while they work to complete the [Mensa Excellence in Reading Challenge](#). Once they have read all the books on the list, you can submit their sheets for a free certificate and t-shirt (no cost for shipping). Students could even start a virtual or in-person book club to discuss the books. Some of the books are found on [Epic](#) and other online resources. Many of the books are available on the Libby App and other Public Library options for digital books.
- Play the game [Tapple](#) using the topic of the two books you are comparing. The basic premise is an alphabet wheel. Students take turns naming characters, events, plot twists, settings, etc. from two books you are comparing. If you don't have the game, you could play using a timer and alphabet cards.
- Create an interactive game comparing two different books or poems by the same author. You could create an account for your students to use a program like [Kahoot](#) or [Quizizz](#). Provide the rubric for students. This can then be a game played in small groups with in-person students or virtually using breakout rooms or channels (Microsoft Teams).

Interactive Game Rubric	Exemplary	Satisfactory	Needs Improvement
Required Elements <ul style="list-style-type: none"> • The title should include Compare and Contrast (Title) and (Title) by (Student's FIRST name) • At least 10 questions • Correct answers are marked 	All components are included	Most of the elements are included	Most of the elements are missing
Questions should vary in difficulty.	Questions vary in difficulty and include easy, medium, and challenging types	Most questions are the same level of difficulty.	All questions are easy or all questions are hard
At least half of the questions should focus on comparing/ contrasting the books or poems.	Most of the questions are compare/contrast	Some of the questions are compare/contrast	Few of the questions are compare/contrast

Critical Thinking and Critical Problem-Solving Skills

Use this resource to [guide](#) you in designing your own Logic Puzzle for others to solve using characters from two different books.

Creative Thinking and Creative Problem-Solving Skills

Think about the characters in the books we have read. Brainstorm a list of problems or challenges the characters have. Use the [engineering design process](#) to create a solution for one of the problems. Will it be a new invention? An adaptation to something that already exists? Will the character need to adapt his thinking and consider things from a different perspective?

Awareness of Self—Student’s Well-being

Read Judith Viorst’s poem, “[Fifteen, Maybe Sixteen Things to Worry About](#).” The speaker in the poem is procrastinating to avoid something he does not like to do, homework. What is something you do not like to do? Write a poem about something you do not like and the things you do to avoid it. Be thoughtful and purposeful with your language. You might even try incorporating some rhyming lines in each stanza. The [Word Hippo](#) website includes a great thesaurus and rhyming word/phrase lists to help you.