

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

Big Idea/ Topic

Shared Reading

Standard Alignment

ELAGSE1RL1: Ask and answer questions about key details in a text.

ELA.GSE.1.RF.1: Demonstrate understanding of the organization and basic features of print.

ELAGSE1RF4: Read with sufficient accuracy and fluency to support comprehension.

ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

ELAGSE1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Advanced Research

- Have students research the author or illustrator of one of the books you read together and read other books by the same author. Look for patterns in the author or illustrator's style. Contact the author to let him/her know what you liked about his/her books. Write your own story inspired by the author's style.
- Explore books with related themes or topics. Compare and contrast them.
- Explore other books in the same genres as the ones your class enjoyed reading. Look for common characteristics across the genre. Using this characteristics list as a guide, challenge students to write their own books or stories in the same genre.

Communication

- Have students create a retelling of a story you have read using a series of pictures. Encourage students to use elaborate details that that would help the reader understand what

happened in the story. Challenge a classmate who has not read that story to look at the pictures and write part of the story for each page. Compare and contrast the classmate's story with the original story. Use the pictures to practice sequencing events in a story.

- Challenge your students to write alternate endings for the stories you have enjoyed reading together. Have students think about how a different ending might change the character's feelings, thoughts, and actions.
- Have students practice role-playing to better relate to the characters in the stories you have been reading. While a student takes on the role of the character, have another student become the character's opposite. Ask the actors a series of questions to see how well they understand and can relate to the character.

Critical Thinking and Critical Problem-Solving Skills

- Learning to think ahead and make predictions and inferences is a critical skill for success in reading. As you are reading the stories in this unit, stop at critical points and have students draw or write what they think will happen next. Making predictions also helps with reader engagement and gives students a purpose to continue listening to or reading the story. Another great way to help students practice making predictions is by performing science experiment demonstrations or watching videos of science experiments. Having students write or draw their predictions forces students to put more thought into their responses, rather than asking one or two students to simply share aloud during the reading. Here is [a list](#) of additional picture books that are good to use for practice making predictions and inferences.

Creative Thinking and Creative Problem-Solving Skills

- Have students create an avatar for a new world by inserting a new character into one of the stories you have just read. Challenge students to think about how that character might affect the plot of the story, as well as what the character might think, feel, or say. You can even have students use apps or websites like the ones listed [here](#) to make digital avatars.
- Have students take on the roles of different characters and practice re-reading the stories you have read aloud using different voices and emotion expressions. Another fun way to encourage creativity during read-alouds is to have students help with sound effects. Before reading the story to students, select 7-10 parts that would be enhanced with sound effects. Share each scene or phrase privately with 2-3 students before reading the story and let them decide the sound effects or noises they would like to add to enhance the story when you read that part aloud. This activity will not only promote creative thinking, but also give students another reason to listen and interact with the story as you read.

- Tell your students that they are magical and have the power to grant wishes. Assign groups of students to different characters in the story. Tell students that as you read, you'd like them to imagine what three wishes their character might hope for in the story. Students can record their responses on [this template](#).

Awareness of Self—Student's Well-being

- Gifted students may have asynchronous development, where they excel in one area, but not in others. Read [this article](#) by Ian Byrd to help understand how to recognize and help students who may show asynchronous cognitive development.
- Encourage students to have grit and persevere when tasks seem difficult. [This article](#) from Ian Byrd suggests strategies teachers can use to help develop this mindset in students. [This information](#) about “imposter syndrome” is valuable to help young students begin to develop growth mindsets, rather than fixed mindsets.