

## Enhancement Activities/Strategies for Gifted/High Ability Learners: Sample ELA Learning Plan

### Big Idea/ Topic

Interactive Read-Alouds

### Standard Alignment

**ELAGSE2RI1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**ELAGSE2RL1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**ELAGSE2SL1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**ELAGSE2W8:** 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

- Host a debate to analyze to a character's motivations in one of the stories your class read. Have students give evidence from the text to support their position. (Example from Jack and

the Beanstalk—Resolution: Jack climbed the Beanstalk because he was greedy. Have one team of students take the affirmative position and another team take the negative position. Both teams will use text evidence to support their position.)

- Have students make a list of interview questions they would like to ask the main character in one of the books you read together. Challenge a student to take on the persona of the character and host a live interview in your class.
- Examine one of the stories you read from different points of view. Have students write another version of the same story from a different character’s point of view.

### Critical Thinking and Critical Problem-Solving Skills

- Having advanced students rank or prioritize a group of things helps them become better evaluative thinkers. Challenge students to rank the characters in order from least to most important and justify their decisions with evidence-based opinions. Students can also rank and compare different stories and books from least to most interesting or least to most important.
- Have students practice reverse brainstorming, a technique where they approach a problem from the opposite side. Students generate many ideas about the reverse of what they want, then reflect on their answers to generate a new way of thinking about the original problem. Based on one of the stories you read, have students think about how the story might be different if the character had taken an opposite approach to solve a problem or how the plot might have been different if a problem had gotten worse instead of better. Have students list the worst ways a character could solve a problem instead of the best. (Drapeau, *Sparking Student Creativity*, 2014)

### Creative Thinking and Creative Problem-Solving Skills

- Have students work together to write a group story practicing the techniques you have been discussing in the read-alouds from this unit. Start by giving students the first line in the story and a seemingly unrelated last line. Have each student add one or two sentences to build a class story that connects two seemingly unrelated ideas.
- SCAMPER is a creative thinking technique that helps develop better products or newer ideas. In SCAMPER, students Substitute, Combine, Adapt, Maximize/Minimize, Put to Another Use, Eliminate, and Rearrange or Reverse to help them brainstorm ideas for a better final product. Have students use this [SCAMPER template](#) to analyze a story you have read together or build on an idea for a story they are thinking about writing. You could try SCAMPER-ing a character to make him/her braver, kinder, more interesting, etc; SCAMPER-ing a plot or setting to make the story more suspenseful, funnier, etc.; or

SCAMPERING a solution to a problem from the story.

- Try the Lost and Found creativity-building strategy to encourage students to make the stories they have enjoyed reading more complex. In this strategy students are challenged to write a “missing” chapter or series of “missing” pages. Students must write these missing parts and decide where they should go in the story to elaborate on it without changing the plot. (Drapeau, *Sparking Student Creativity*, 2014)

### 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.