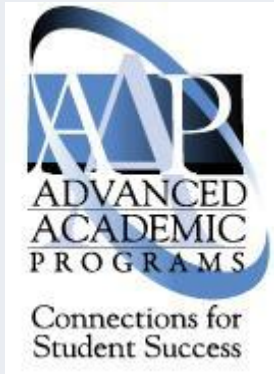


Great Thinking at Hayfield ES

with Mrs. McLaren-Wood, Advanced Academic Resource Teacher

THIRD QUARTER, HES

VOLUME 3

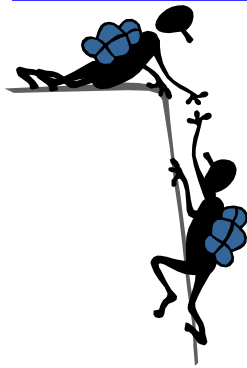


"What educators and psychologists recognize as giftedness in children is really potential giftedness, which denotes promise rather than fulfillment and probabilities rather than certainties about future accomplishments. How high these probabilities are in any given case depends much on the match between a child's budding talents and the kinds of nurturance provided."

Dr. Harry Passow,
Expert in Gifted
Education

Advanced Academic Program Updates---

The deadline for center referrals is February 3, 2012. Second grade students in the screening pool will automatically be screened for possible level IV services. This year's benchmark score was 132 on the NNAT or a composite score of 132 on the CogAT. Parents – you may refer your second, third, fourth, fifth, or sixth grader for level IV screening. If your child did not meet the benchmark score and you are interested in full-time AAP services, please refer because the test scores are not the only consideration. All optional screening file materials are due to the local school by February 3, 2012. Eligibility letters will be mailed at the end of April.

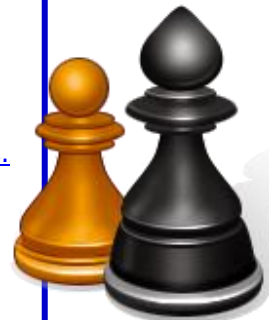


Helpful Information---

All first graders took the NNAT and all second graders took the CogAT. Students new to FCPS in grades 3-6 took the CogAT. These tests are only *part* of the advanced academic screening process for levels II, III and IV. If you need help interpreting results, please contact me.

Clubs

Chess Club Chess Club may be over for the year, but you can keep playing chess!
http://www.learn4good.com/games/board/3d_chess.htm Chess Club will be offered again during the second quarter next year on Tuesdays from 3-4:00pm.



GEMS Club (was open to interested 4-6th grade girls) began Wednesday, October 12, 2011. GEMS meet the second Wednesday each month from 3-4:00 in the Computer Lab or Little Theater and ends in June. **Girls Excel in Math & Science**

Here are some examples of two of the model thinking strategies with ideas for you to use at home!

Model Thinking Strategies

Questioning

Fluency & Flexibility,

Originality & Elaboration

Visualization

Mind Mapping

Point of View

Analogy

Encapsulation

Decisions & Outcomes

Plus, Minus, Interesting

ANALOGIES

Analogies allow students to make connections at a more sophisticated level. This structure for thinking helps students relate material to previously learned concepts as well as generate new comparisons. A facility for working with analogies gives students a structure for generating creative ideas, seeing complex relationships, and making unusual comparisons. Analogies are fun – how is thinking like a volcano? How is a dandelion like a good book? They stimulate the imagination and lead students to deeper understandings by connecting things that do not always appear connected.



ENCAPSULATION

Encapsulation is the process of stating ideas in a concise, precise form. It is not a summary and does not involve simply stating the main idea or restating information or opinions. Encapsulation requires students to synthesize information and nuances in order to capture the essence of an idea, object, or activity, and then communicate their thoughts clearly. Vanity license plates are an example of encapsulating an idea with letters and symbols – try creating your own with your child!



Critical
Thinking is
thinking
through.

Creative
Thinking is
thinking
new.

Joe Pierce



AAP Information Central...

Part-Time Advanced Academic Program Service (level III)

Parents of students who receive part-time advanced academic program service (level III) – Be sure to sign up for the FCPS 24-7 Learning called Parent View and visit my course, “Great Thinking with Mrs. McLaren-Wood” weekly to keep informed!

We will use Socratic Seminar with selections from the Touchstones Discussion Project - Touchpebbles. Students will use their Philosopher’s Notebook to record thoughts and insights. All students are strongly encouraged to visit our Blackboard Course at least once per week. Students should view their grade level button and its monthly Wonder Wall, the Philosophy Blog, and check out the Puzzler answers.

This will require the following **Differentiated Academic Content**:

- *Independent research
- *Complex, advanced content
- *Focus on themes, issues, problems
- *Real-world application of knowledge
- *Study of people

The **Differentiated Academic Processes** we will experience:

- *Collaboration with peers
- *Creative/innovative thinking
- *Critical/analytical thinking
- *Reflective thinking (metacognition)
- *Advanced reasoning and problem solving

The **Philosopher’s Notebook** will go home at the conclusion of each quarter for parents to sign. The Notebook needs to return to the AAP room for class use.



Think differently

Try something
new

Have fun while
learning

Figure it Out

Persevere

Problem Solve
Practice

Have you tried “SET” on your computer?
www.Setgame.com



Try a new challenge daily!

Check out the February, March and April
Brainwork calendars!

Challenge 24 in grades 4-6...
With practice you will improve! Grade level
winners will go on to compete at the Cluster
Level.



Super Sentences for Students

Level One: “Autom,” the **mechanical, ambidextrous** robot we own to do our **menial** chores, caused a **frenetic hullabaloo** when his **circuits** became **inoperable**, and he ran **amok capriciously** through our house, **defacing** everything in his path and leaving **impassable pandemonium** everywhere.

Level Two: The **braggadocio** of the **poetaster** is apparent as he writes his **cloying dithyrambs** for **accolades** alone; while the **orgulousiambographer** has the **mettle** and **panache** to **excogitate** his **lampoons** without **gasconade**.

Your challenge is to provide the translation!