

RECOMMENDATIONS

FOR ENRICHMENT PROGRAMMING

Enrichment means the student is working on a topic in more depth and breadth than others. The student keeps pace with the rest of their classmates but has more time to explore topics of interest.

Enrichment strategies include:

TIERED ASSIGNMENTS

Tiered assignments work well in skill areas where the student has not yet met the outcomes but can do so easily and requires additional challenge. For example, in math class the student may be performing similar operations as peers but using more challenging numbers or complete more steps. In language arts, the student may read more challenging texts, write in more sophisticated genre, etc.

EXTENSION ACTIVITIES

When students finish early, these may be suitable ways for them to get the challenge and depth of understanding they require. Open-ended, real-world problems are excellent ways to extend students' learning.

SPECIALIZED GRADING

Some students are ready for a greater challenge even when completing similar assignments. For example, when assigning a piece of writing, a teacher may only be looking for ideas, organization, and correctness from the class but the student may also be assessed on voice or word choice. Likewise, the parameters of the assignment may be changed to suit the student's strength. A science experiment may become a video or PowerPoint presentation; a social studies essay may require three sources from the class and more than five from the student.

INTEREST CENTRE

Students with intense interest may be willing to share their knowledge with their peers through an interest centre in the classroom or school. The student can use earned time during the school day or create the centre through independent study. Others would be invited to use materials collected and/or created by the student to learn about a special topic which can be embedded in or tangential to the curriculum.

INDEPENDENT STUDY

This recommendation suits students who have task commitment and often finish their regular work quickly and correctly. Students select an academic topic of interest or strength to study. Then, in collaboration with the teacher, parameters such as time (when and for how long the study will take place), research (how information will be gathered), and product (how will this learning be demonstrated and shared) are outlined.

DIFFERENTIATION STRATEGIES

CONTENT

- Provide more challenging reading materials
- Focus on the overall trends, patterns and themes rather than small details and facts
- Study problems that do not have a clear solution
- Use topics of interest to the student, relevant to how the world works

PROCESS

- Create specialized learning centers for skill work
- Encourage creativity and reward risk-taking
- Provide opportunities for divergent (many answers) and convergent (best answer) thinking
- Explicitly teach skills needed to learn independently (research, organization, etc.)

PRODUCT

- Allow a variety of acceptable products
- Offer levelled projects
- Involve the student in creating the scoring guide
- Assign tasks that are authentic and for a real audience
- Match the product to the outcomes being met

ADAPTATION STRATEGIES

CURRICULUM

- Provide opportunities for open-ended, self-directed activities
- Provide instruction in research skills needed to conduct an independent study in student's interest area
- Provide independent learning opportunities
- Use advances supplementary/reading materials
- Encourage the use of creativity by asking higher-level questions
- Provide opportunities to develop depth and breadth of knowledge in a subject area

ORGANIZATION & BEHAVIOUR

- Use a learning log for independent or outside learning
- Establish a timeline for long-range projects

ASSESSMENT

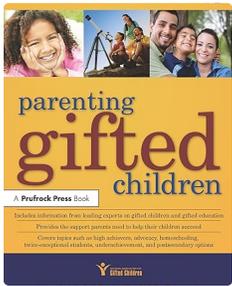
- Give a pretest to allow student to demonstrate mastery
- Provide self-checking materials and tests at a higher level of thinking

MOTIVATIONAL

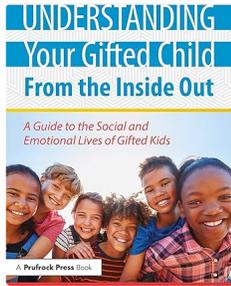
- Provide fewer drill and practice activities when the material is learned
- Give student choices of activities in learning content
- Allow the student to 'buy' time for self-directed activities after material is learned

RECOMMENDED RESOURCES

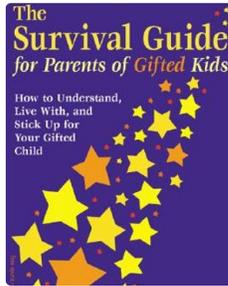
Books:



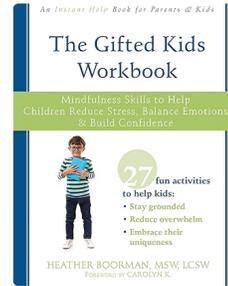
Parenting Gifted Children by Dr. Jennifer Jolly



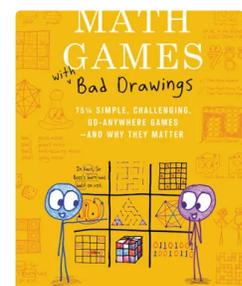
Understanding Your Gifted Child from the Inside Out by James Delisle



The Survival Guide for Parents of Gifted Kids by Yahnke Walker



The Gifted Kids Workbook by Heather Boorman

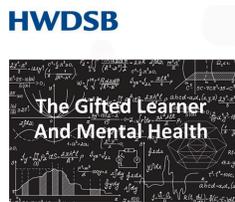


Math Games with Bad Drawings by Orlin, Ben

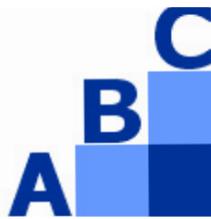
Websites & Apps:



Enrichment & Innovation Centre



Gifted Learner and Mental Health Infolet



Association for Bright Children of Ontario



National Association for Gifted Children



"Psychology Works" Fact Sheet



Hoagies Gifted Education



Lessons that get kids brains sweating



Duolingo



Blinkist - Audio books and summaries



Beast Academy - Advanced Math



Khan Academy



Scratch: Imagine, Program, Share



Wolfram Alpha



Brilliant: Learn by Doing



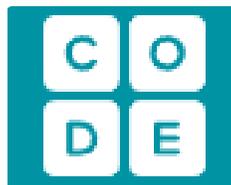
Mind Games



Read Theory



Lumosity Brain Games



Code.org



Bright Minds online credits



Supporting Emotional Needs of the Gifted