Wylie ISD Elementary GT Service Model

- Kindergarten - 45 minutes per week
- 1st grade - 60 minutes per week
- 2nd grade - 70 minutes per week
- 3rd grade - 80 minutes per week
- 4th grade - 90 minutes per week
WHERE DO YOU EVEN START?
Accountability

3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.

4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K-12, and parents are informed of the opportunities (19 TAC §89.3).

4.9 Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.
**Animal Shelter - Unit IFD**

**Content Overview:**
This project integrates elements of imagination, math, problem solving, design and planning as students work to set up and run an animal shelter in their community. Students will make decisions and choose the outcomes based on the information they learn. By the end, all students will have completed the project, but each version will be based on the student’s imagination, creativity and knowledge.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Considerations</th>
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| Unit Dates: April 10 - May 26 | Reading and Math STAAR - May 8/9  
Cogat testing begins for 1, 2, 4 grades.  
Easter: April 14-17  
Field day, Track meet |

**Unit Vocabulary**

- Budget
- Shelter
- Government
- Funding

**ELAR TEKs**

2.12(E) compose informational texts, including procedural texts and reports, and

**Math TEKs**

2.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace.

2.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy.

**Social Studies TEKs**

2.4 History: The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

(A) identify the contributions of historical figures, including Thurgood Marshall, Lmma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation.

2.9 Economics: The student understands the value of work. The student is expected to:

(B) explain the choices people in the U.S. free enterprise system make about earning, spending, and saving money and where to live

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https://docs.google.com/document/d/1iJS05p-pNtthmG1YcUT5K4CLzw6wrKd_84lujb8PU10/copy
Resources often used:

- TPSP (Google Drive on TAGT https://drive.google.com/open?id=1i1NsuQ2y_fQ0WPebAwXTpcw-gcr-v1wM)

- Teachers Pay Teachers
  - Digital Divide and Conquer

- Previous units- sometimes we just need to tweak these; we know they’re a work in progress each year
### Prior to Unit

- Identify Theme of Unit
- Identify hot spots and TEKS
- Create IFD
- Team Members look for lessons and ideas
- Sketch out a Unit at a Glance
- Meet to create weekly activities and unit plan
- Meet with curriculum specialists

### During the Unit

- Communicate via email and text (lots and lots of texts) to share ideas and celebrations
- Reflect upon lessons at PLC to make changes for the next year
- Meet with curriculum specialists
## Unit Two at a Glance

**Oct 15-Dec 20: 8 weeks (due to TAGT)**

<table>
<thead>
<tr>
<th>Week</th>
<th>1st - Taking Shape</th>
<th>2nd - Water World</th>
<th>3rd - Roller Coasters</th>
<th>4th - Pet Parade TPSP</th>
<th>Supplies/Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;10/14-10/18</td>
<td>Resilience</td>
<td>Resilience</td>
<td>Resilience</td>
<td>Resilience</td>
<td></td>
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<tr>
<td><strong>Week 2</strong>&lt;br&gt;10/21 - 10/25</td>
<td>Character Traits&lt;br&gt;The Greedy Triangle</td>
<td>Pollution</td>
<td>Intro: Wondertropolis&lt;br&gt;Language</td>
<td>Brainstorm; evaluate; write</td>
<td>Potlucks (soil; oil; cotton, etc.); Pour Pour Fish Cleans up the Ocean</td>
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<tr>
<td><strong>Week 3</strong>&lt;br&gt;10/28-11/1</td>
<td>Attributes of 3D Shapes; comparisons</td>
<td>Pollution pt. 2</td>
<td>Roller coaster reading analysis; comparisons</td>
<td>Research and choose</td>
<td>Pipe cleaners</td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;11/4-11/8</td>
<td>Shape Poem</td>
<td>Overfishing - Popcorn</td>
<td>Potential and kinetic energy</td>
<td>Budget and Care Schedule</td>
<td>Popcorn, straws, plates, cups</td>
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<tr>
<td><strong>Week 5</strong>&lt;br&gt;11/11 - 11/15</td>
<td>Wanted! 3D Attributes: Cube, Sphere, Cone, Cylinder</td>
<td>Overfishing-&lt;br&gt;My Fish? Our Fish?</td>
<td>Virtual roller coaster</td>
<td>Products</td>
<td>3D shapes (ask a classroom teacher)</td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;11/18-11/22</td>
<td>Useful Shape Debate</td>
<td>Coral Reefs - What are they?</td>
<td>Roller Coaster Ask Imagine, Plan</td>
<td>Products</td>
<td></td>
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<tr>
<td><strong>(TAGT GIFTED)</strong>&lt;br&gt;12/2 - 12/6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
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<tr>
<td><strong>Week 7</strong>&lt;br&gt;12/9 - 12/13</td>
<td>Wrap Up</td>
<td>Coral Reefs - Threats</td>
<td>Roller Coaster Create; improve; present</td>
<td>Products</td>
<td>Toilet paper/paper towel; rolls; tape</td>
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<tr>
<td><strong>Week 8</strong>&lt;br&gt;12/16-12/20</td>
<td>Geometree STEM</td>
<td>Conservation</td>
<td>Roller Coaster Math</td>
<td>Present</td>
<td></td>
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3.4 Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).

3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.
3.11 Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.

<table>
<thead>
<tr>
<th>Resilience: Tough, reflective, and persistent</th>
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<tbody>
<tr>
<td><strong>Academics</strong></td>
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<tr>
<td>- I <strong>actively look for support</strong> to get through challenging activities. (I ask for help without prompting!)</td>
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<tr>
<td>- I <strong>understand what I’m not good at</strong>, actively attempting to find ways to get better.</td>
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<td><strong>Leadership</strong></td>
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<tr>
<td>- I <strong>encourage others</strong> to see the positive in themselves, at all times, in all situations. I support my peers through their challenges.</td>
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<tr>
<td><strong>Future Ready</strong></td>
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<tr>
<td>- I <strong>put my absolute maximum effort</strong> into every single thing I do.</td>
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<tr>
<td>- I <strong>respond</strong> to setbacks as learning experiences, and try again!</td>
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<tr>
<td>- I <strong>accept when others offer me support or help</strong> with challenges.</td>
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<tr>
<td>- With someone’s help, I can <strong>reflect</strong> on my weaknesses and strengths and how to practice and improve, but don’t know how to do this on my own.</td>
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<tr>
<td>- I am <strong>unwilling/unable</strong> to accept support to deal with challenges.</td>
</tr>
<tr>
<td>- I <strong>don’t want to reflect</strong> on academic strengths and weaknesses and don’t want to try new strategies to practice or improve.</td>
</tr>
<tr>
<td>- I <strong>encourage others</strong> not to give up when they are feeling challenged or struggling. I can be a support for my peers/friends.</td>
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<tr>
<td>- I <strong>don’t offer support</strong> to others when they are struggling or feeling challenged, and don’t help them see their challenges as a learning experience.</td>
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<tr>
<td>- I <strong>put strong effort</strong> into most of what I do. I see my setbacks as learning experiences and look for support when I need it.</td>
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<tr>
<td>- I <strong>don’t really put effort</strong> into my tasks, and sometimes I don’t complete them. I don’t see setbacks as learning experiences or find support to help me try again.</td>
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Resilience...

Bad times don’t last.

Others can help if you let them.

Unhelpful thinking makes you feel worse.

Nobody is perfect.

Concentrate on the good things.

Everybody struggles (it’s normal).

Blame fairly (combo of you, others, bad luck).

Accept what you can’t change.

Catastrophizing makes it worse.

Keep things in perspective.

Positive, SELF Talk? Keep trying. Be positive. Take a deep breath. Believe in yourself. I can do it. It’s okay, just try. Don’t think about it. I won’t let a little problem stop me. Work smarter not harder. You’re doing good/great! Every problem has a solution! A mistake is learning. Keep going! You know you can, so do it! It’s okay to not see the answer right away. Never give up. Never give in. You’re sure to win. I can’t do this YET! Be the best that you can be. Count it too.

What I wish others said? You can do it! Good job! Good try! You’re the best at this! Thumbs up! I’m proud of you. It’s okay. Believe in yourself. You’re good at this. I’m here if you need help. Can I help you? Keep trying. Have grit! You’re smart. You did it! I’m proud of you. That’s great. You are good enough. Go above and beyond. Don’t be stressed. I’m here for you. Come on! Don’t get down. We all have different talents. Say nothing! I’ll fix with you. It’s okay to not do it. But you have to try. If you don’t give up, you will eventually get it.

Not Helpful! You’re the worst of this. That’s not my way. Boring them = That’s not good. I don’t like that. I gave up. You’re so bad at this. Double thumbs down. I don’t like you. You’re weird. You’re never going to accomplish this. You’re all alone. Give up and go home. It’s so easy. Like I care! Do you need help? You’re talking forever. Blew raspberries. Nick, why are you even here? I don’t want to help you. Oh, thing (cringing).
Accountability

4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).

4.3.1 Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product.
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Contact Us with Questions or Ideas

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