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# A Four-Stage Program of Enrichment in Reading for Gifted Junior High School Students

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EDUCATIONAL TECHNOLOGY CENTER  
CENTRAL WASHINGTON UNIVERSITY

A FOUR-STAGE PROGRAM OF ENRICHMENT IN READING  
FOR GIFTED JUNIOR HIGH SCHOOL STUDENTS

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A Project Report  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Mina Winifred Welch

July, 1981

A FOUR-STAGE PROGRAM OF ENRICHMENT IN READING  
FOR GIFTED JUNIOR HIGH SCHOOL STUDENTS

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The needs of gifted students and strategies for meeting those needs were studied. A four-stage enrichment model was designed, accompanied by a teacher's guide for implementation of a sample application of the model at the seventh grade level. The four stages of enrichment activities included in the model were (1) exploratory activities beyond the regular curriculum, (2) activities to develop critical reading and thinking skills, (3) activities for improvement of information-gathering skills, and (4) a mentorship phase.

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## Chapter 1

### BACKGROUND OF THE STUDY

Educators in American school systems are awakening to the fact that gifted children have often been insufficiently challenged to develop their superior abilities. They have been "left to develop their own skills in their own way and in the terms of personal initiative alone" (Witty, 1951, p. 267). Some make progress, but others, as Terman (1921) reported, "are more or less exhausted by the struggle and fall by the way" (p. 931).

There is no doubt that gifted and talented children need appropriate programs. Gallagher (1975) compared the gifted child to an athlete who has been trained to do the high jump and then has someone place the bar two or three feet high. The child soon tires of the easy work and develops sloppy but persistent study habits when later challenged by appropriate instruction.

Even though research on gifted students was initiated during the twenties with the monumental study by Terman (1921), Witty (1971) said that there has been a conspicuously inadequate response and that the greatest failure to offer opportunities for the gifted has been in the area of reading instruction. He stated that part of the problem was due to the tendency in recent years to focus attention on the disadvantaged, the slow learner, and the disabled child, and thus neglect the gifted child.

Although a great volume of literature on innovative and challenging programs for the gifted exists, there was an almost complete disregard for the role of reading in them. Witty (1971) stated that the field of reading is presently "one with perhaps the greatest possibility for enrichment" (p. 419).

According to Whitmore (1980), gifted children do better in special programs with others of similar abilities, but public support was not available to provide this for all gifted children. For the near future it seems economically necessary to provide as much enrichment in the regular classroom as possible.

The literature suggested a need for enrichment in reading for the gifted. Therefore, this project was undertaken to provide assistance to the teacher who wishes to establish such a program.

#### Purpose of the Study

This study was undertaken in order to develop a plan or model for a comprehensive reading enrichment program. Also included in the project were the development of a sample application of the plan, with a teacher's guide detailing the steps necessary to implement the program and provide a full year's reading enrichment activities for gifted students.

#### Focus of the Study

The four-stage model was developed for the needs of junior high school students who are accelerated in reading,



specifically at the seventh grade level. The mentorship stage of the model was designed for gifted students who have already developed strong career or hobby interest and might not be suitable for all students. An alternate study was provided for these students.

#### Definition of Terms

For the purposes of this paper, the following terms were defined:

Enrichment - "Activities devoted to futhering the development of the particular intellectual skills and talents of the gifted child" (Gallagher, 1964, p. 79).

Gifted Child - "Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. Children capable of high performance include those with demonstrated achievement and/or potential in any of the following areas:

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual and performing arts
6. Psychomotor ability" (Whitmore, 1980, p. 64).

#### Organization of the Remainder of the Paper

Chapter 2, "Review of the Related Literature," includes information about the historical background of education for

the gifted, obstacles to provision for the gifted, characteristics of gifted learners, meaningful types of learning, the nature of enrichment, desirable qualities for teachers of the gifted, and enrichment strategies used in current practice at the junior high school level.

Chapter 3, "Procedures Used to Develop the Project," details the steps followed in gaining the necessary information for the development of an enrichment program.

Chapter 4, "Results of the Project," includes a description of a four-stage model of enrichment in reading, as well as a Teacher's Guide with lesson outlines needed to implement the program at the seventh grade level.

Chapter 5, "Summary, Conclusions, and Recommendations," consists of statements concerning the project, recommendations for use of the materials, conclusions drawn from the development of the project, and recommendations for areas needing further development.

## Chapter 2

### REVIEW OF RELATED LITERATURE

The following areas of related literature that have a bearing on the topic of enrichment in reading for gifted junior high school students were investigated: (1) historical background of education for the gifted, (2) obstacles to provision for the gifted, (3) characteristics of gifted learners, (4) meaningful types of learning, (5) the nature of enrichment, (6) desirable qualities for teachers of the gifted, (7) enrichment strategies used in current practice at the junior high school level.

#### Historical Background of Education for the Gifted

##### Early History

Tannenbaum (1958) began his record of the history of attempts to provide education for the gifted with the account of St. Louis's program of flexible promotion in 1868. Similar plans followed, including the Santa Barbara Concentric Plan, and the Constant Group System used in New York and Chicago. He cited the Cambridge Double-Track Plan as the best known of these flexible promotion plans in use around the turn of the century. In it, students in grades three through nine had the opportunity to complete six years' work in four years.

Variations of these multiple-track plans were used in cities across the nation, but included only a small portion

of the gifted students in the nation's schools. Other variations mentioned by Tannenbaum (1958) were grade-skipping, special progress classes and summer vacation schools.

#### The 1900's - A Giant Step Taken

The development and use of intelligence tests led to experimental classes at Stanford University in 1911, composed of children with high I.Q.'s. This led to Terman's (1921) studies of the I.Q. His work corrected the myth that bright children are peculiar and abnormal and set the stage for recognizing their characteristics, their development in life and ways of identifying them. Terman (1921) took the giant step that led to an era in which bright youths would be accepted for what they are and be allowed to develop their gifts without ridicule. (NASSP:1978).

Terman's work, Genetic Studies of Genius (1921), consisted of five volumes reporting initial and follow-up findings on approximately 1,500 California children who tested within the top one percent of the general school population in intelligence.

Hollingworth (1926) was another early contributor to the field of knowledge concerning educational characteristics of gifted children. Ward (1961) said concerning her, "Few would deny Leta S. Hollingworth perhaps an equal place with Terman in the history of this phase of American education" (p. 14). He reported that she was concerned with the extremely gifted--the rare "first-order" gifted children with I.Q.'s above 180. She conducted a series of curriculum

experiments with gifted children which led her to advocate early identification and special grouping. According to Tannenbaum (1958), her work showed that enrichment, rather than acceleration, was infinitely more meaningful to the elementary school involved.

#### Mid-Century - A Second Giant Step

Terman's work led to the formation of the American Association for Gifted Children. In 1951 this association published Witty's book, The Gifted Child, which proposed a landmark definition for giftedness: "Any child whose performance in a worthwhile type of human endeavor is consistently or repeatedly remarkable is gifted" (Havighurst, 1958, p. 19). Both Terman (1921) and Hollingworth (1926) had included only the extremely gifted in their understanding of giftedness, but Witty's definition led to the inclusion of at least the top ten percent of the juvenile population.

#### Post World War II

According to Lyon (1981), the federal government began its wavering commitment to the education of the gifted in 1957, following the launching of Sputnik by the Soviet Union. This event was perceived by many as a national crisis in that the Soviet Union was then ahead of the United States in space technology. In the uproar that followed, the National Defense Education Act (NDEA) of 1958 was established to provide a massive program of aid to education. The purpose of this effort was to improve instruction in chemistry, physics,

mathematics, biology, foreign language, and economics for the most able students so that the nation might be assured of an adequate supply of high level manpower, especially for the space program.

Concurrently appearing were homogeneous ability classes, more acceleration, honors courses, the Advanced Placement Program, the specialized high schools, and the National Merit Scholarship Fund (NASSP, 1978, p. 2).

During the 1960's "Sputnik Fever" ebbed as the United States matched and later exceeded the Soviets in space exploration. Concern about the quality of science education faded and other concerns, especially civil rights, received the nation's attention. Lyon (1981) said that the educational priorities shifted at this time from the most able to the least fortunate. He said that interest in the gifted and their special programs vanished and the number of articles on the subject in educational journals declined sharply (p. 16). At this point, education for the gifted seemed to be taking a step backward.

#### The 1970's - Forward Again

In 1969 the federal government mandated a study of gifted education--the Marland Report (1972). This landmark document revealed that policies and programs for educating gifted children were all but non-existent. Lyon (1981) described some of the conditions outlined by the report:

1. The schools were adequately serving fewer than four percent of the 2.5 million gifted and talented population.

2. Only 10 states had full-time directors of gifted education, despite a high correlation between full-time effort at the state level and excellence in program
3. Only 10 universities had graduate-level programs specializing in gifted education.
4. Fifty-seven percent of school administrators were unaware of any special needs of the gifted and talented population.
5. A high percentage of dropouts were actually gifted children who left school because of boredom with a lockstep system geared to the average child (p. 16).

The Marland Report (1972) brought shock and dismay to the educational community by its assertion that "gifted and talented children reached their potential not because of our schools, but in spite of them" (Lyon, 1981, p. 16).

One result of the findings in the Marland Report (1972) was that the Office of Gifted and Talented (OGT) was established in 1972 within the U.S. Office of Education. This body soon commissioned the Council for Exceptional Children (CEC) to make another survey (Mitchell and Erickson, 1978) to assess progress since the Marland Report. Although their conclusions portrayed slight improvement, the survey revealed the United States was still falling far short of meeting the special needs of this unique segment of our population.

#### The 1980's - A New Decade

A recent survey of school districts conducted by the Office of Civil Rights was reported by Lyon (1981) to indicate that our schools were serving 35 percent of the gifted population in 1981. The survey revealed that forty states had full-time directors of gifted education and that the

remaining states had at least part-time consultants. Total state funding had increased to \$117 million in 1981 as compared to \$15 million at the time of the Marland Report. Lyon (1981) also reported that the survey revealed that seventeen states had laws mandating appropriate education for the gifted in 1981 and another 33 had guidelines established for gifted programs.

### Obstacles to Provision for the Gifted

#### Prevalent Myths

If adequate provision for the gifted is to become a reality, some powerful myths surrounding gifted children and programs for the gifted must be destroyed. Lyon (1981) wrote concerning four commonly held myths and what he held to be the truth relative to them:

Myth 1. "The gifted and talented will do fine on their own. They do not need special help." Lyon (1981) said this is far from true, and that gifted children "often drift into a state of lethargy and apathy; they conceal their ability, anxious not to embarrass others or to draw their ridicule; or they become discipline problems"

Myth 2. "Teachers love gifted children. These children already receive all the extra attention they need." In responding to this myth, Lyon (1981) reported that the Marland Report (1972) identified some teacher and administrator hostility toward gifted children. Some teachers were impatient with any unusual child and considered the gifted to be a



avored elite who deserved less than normal consideration.

Myth 3. "Gifted education is an elitist and racist concept and is inappropriate in our egalitarian society." Although he conceded that this has probably been true in the past, Lyon (1981) said that this situation is changing for the better. Federal programs are committed to the elimination of bias. Reliance on the culturally slanted I.Q. test has been reduced and other criteria are becoming important in identifying the gifted and talented.

Myth 4. "A massive federal program is the answer to our problems in educating the gifted and talented." To this myth, Lyon (1981) responded that education is constitutionally characterized by concern by the federal government, responsibility by the state, and under local control. He summarized the future of gifted education as resting "primarily with the state, with individual school systems, and with the teachers who deal directly with gifted children" (p. 19).

#### Characteristics of Gifted Learners

Intensive studies of characteristics of the gifted have been made over the past 50 years, beginning with Terman (1921). Correll (1978) has summarized Terman's findings as follows:

1. The average member of our group is a slightly better physical specimen than the average child.
2. The superiority of gifted over unselected children was greater in reading, language usage, arithmetical reasoning, science, literature, and the arts.

3. The interests of gifted children are many-sided and spontaneous; they learn to read easily and read more and better books than the average child. At the same time, they make numerous collections, cultivate many kinds of hobbies.
4. As compared with unselected children, they are less inclined to boast or overstate their knowledge; they are more trustworthy when under temptation to cheat; their character preferences and social attitudes are more wholesome, and they score higher in a test of emotional stability.
5. The deviation of the gifted subjects. . . is in the upward direction for nearly all traits. There is no law of compensation whereby the intellectual superiority of the gifted tends to be offset by inferiorities along nonintellectual lines (p. 13).

While there is no such thing as an accurate composite of a gifted child, many investigators since Terman have attempted to develop a list of traits that are characteristic of gifted children in general. Parrish (1965) has composed the following description:

Gifted children in general have a superior physique as demonstrated by earlier walking and talking; above-average height, weight, coordination, endurance, and general health. They have a longer attention span, learn rapidly, easily, and with less repetition, learn to read sooner and continue to read at a consistently more advanced level. They are more mature in the ability to express themselves through the various communicative skills; they reach higher levels of attentiveness to the environment. Gifted youths ask more questions, really want to know the causes and reasons for things, and like to study some subjects that are difficult because they enjoy the learning. They spend time beyond the ordinary assignments or schedule on things that are of interest to them. They know about many things of which other children are unaware. They are more able than most to adapt learning to various situations somewhat unrelated in orientation, to reason out more problems since they recognize relationships and comprehend meanings. They analyze quickly mechanical problems, puzzles, trick questions and show a high degree of originality by often using good but unusual methods or ideas. In addition to possessing one or more special talents, they are most adept in analyzing their own abilities, limitations, and problems and perform

with more poise and control of the situation. The gifted children are not easily discouraged by failures, have more emotional stability, can judge the abilities of others, and have diverse, spontaneous, and frequently self-directed interests (pp. 14-15).

Correll (1978) also summarized some characteristics of the gifted in her definition of these children:

The upper 3 to 5 percent of school-age children and youth who show outstanding promise in general intellectual ability, specific academic aptitude, creative or productive thinking, psychomotor ability, leadership, and achievement in the visual and performing arts (p. 12).

This description reflects the trend away from the historical idea of giftedness as simply the ability to achieve high scores on an intelligence test.

#### Meaningful Types of Learning

The gifted child is often shortchanged in a system in which teachers act as if education consists of the mastery of a body of knowledge. Much more important to any individual and especially to the gifted is the development of the thought processes such as comprehending, analyzing, synthesizing, organizing, and evaluation (Witty, 1971). Emphasis on the following kinds of activities will advance the processes of learning rather than the product:

1. Problem solving (emphasizing the process rather than the solution)
2. Classifying and categorizing
3. Comparing and contrasting
4. Making judgments according to criteria
5. Using resources (dictionaries, encyclopedias, libraries)

6. Conducting research projects
7. Discussing and debating
8. Taking part in class meetings involving group process
9. Planning future activities
10. Evaluating experiences (Witty, 1971, p. 52).

Martinson (1976) has compiled a list of seven suggestions for providing meaningful learning for the gifted:

1. Children have ready access to library and other resource materials.
2. Students are involved in independent study activities. The teacher does not dominate the classroom and does not run the class as a "tight ship" but permits the student to have freedom in selecting and pursuing problems and in creating.
3. Major emphasis is given ideas of merit and the enhancement of these ideas.
4. The teacher's questions are open-ended, with an emphasis on generalization, analysis, and synthesis.
5. The interests and abilities of the students are utilized in planning and implementation of curriculum materials.
6. Discussion, utilizing debate and controversial issues, is freely used in the classroom.
7. Appropriately advanced content is available to the students so that there can be exploration in depth. (p. 50).

Correll (1978) has stated that the gifted can master the standard curriculum in one-third the time other children take. A ratio of 70/30 in time is devoted in the normal school curriculum to teaching basic skills and time devoted to higher cognitive learning, such as reasoning, drawing references, and reaching conclusions. The gifted child seems to need the reverse of this ratio. These advanced students

need to work with subject matter and ideas that are far beyond the capacity of their peers.

### The Nature of Enrichment

Enrichment must not be thought of as meaning more of the same kind of activities and lessons. Cushenbery (1974) believed that to be effective, enrichment plans must be well thought out and comprehensive. He warned that enrichment must not be small bits and pieces of little value replacing the learning of essential skills.

Kaplan (1974) has compiled a checklist which can be used to assess a learning activity or experience that has been specified as being enrichment for the gifted:

#### What Enrichment Is -

- productive thinking
- applying and associating learning to other areas
- learning concepts and generalizations
- complex thinking
- student determined readiness
- extend and/or replace traditional learning experiences
- interrelating information learned
- critically evaluate
- problem seeking
- stimulating and encouraging giftedness and talent development
- learning things as they should or could be

#### What Enrichment Is Not -

- reproductive thinking
- accumulating and regurgitating information about one area
- learning facts
- harder work
- grade- or age-level expectancies
- provide more work
- separate entity learning
- accept all data presented
- answering questions
- penalizing giftedness and talent development
- learning things only as they are (p. 133).

The activities falling into the second category may be recognized by some teachers as "old stand-by's." Gifted students have been discouraged in the past by this type of enrichment, and future planning should emphasize the activities in the first list.

#### Desirable Qualities of Teachers for the Gifted

All students benefit from a teacher who is sensitive, attentive, is "warm," and possesses other humanitarian qualities. The attributes frequently cited as required for successful teachers of the gifted are generally the same as those desirable for any good teacher.

However, Witty (1971) has pointed out the following traits as especially appropriate for teachers of the gifted: The teacher should -

1. Possess an understanding of giftedness
2. Be a facilitator of learning rather than a director of learning
3. Provide challenge rather than pressure
4. Be as concerned with the process of learning as with the product
5. Provide feedback rather than judgment
6. Provide alternate learning strategies
7. Provide a classroom climate which promotes self-esteem and offers safety for creative and cognitive risk-taking (pp. 48-55).

It is also helpful to the gifted child to have a teacher who "models the life style of a scholar, challenges the student's thinking to new levels, and stimulates the development

of intellectual interests and independent pursuits" (Whitmore, 1980, p. 68).

Research has indicated, according to Correll (1978), that even teachers possessing the highest qualifications, who have no special background in education for the gifted are uninterested in and even hostile toward the gifted. Correll (1978) has also reported that teachers' attitudes have become more favorable after taking even one introductory course on the education of gifted children. Since the teacher is a key figure in providing effective programs for the gifted, special preparation for teachers would seem to be mandatory.

Gifted students have more to lose when denied superior teaching than do students of more average abilities. The nation suffers as well because "Wasting the potential of a gifted mind is reckless for a society in desperate need of creativity and inventiveness" (Lyon, 1981, p. 20).

### Enrichment Strategies in Current Practice

#### Enrichment Triad Model

In order to provide differentiated instruction for gifted students, Noyce (1981) has applied the Enrichment Triad Model of Renzulli (1977) to the teaching of reading. She described Renzulli's Triad as an interrelation of three kinds of learning activities, two of which are appropriate for all learners, and a third which is especially suitable for students capable of superior performance in a particular

area. The three types of enrichment are: General Exploratory Activities, Group Training Activities, and Individual Investigations of Real Problems.

Type One, General Exploratory Activities, provides students with experiences beyond the regular curriculum. Noyce (1981) included interest centers, field trips, exposure to resource people, library browsing, group discussion and interest surveys as typical Type One activities.

Type Two enrichment, the Group Training Activities, provides training in techniques of critical and creative thinking, inquiry, and values clarification. These are the processes which equip the learner to deal with specific content areas. Noyce (1981) listed a number of resources available for use with students in process-training (p. 329).

Type Three enrichment, Individual Investigations of Real Problems, involved students in research in areas of their own interests. Renzulli's (1977) criteria for individual investigations are that the student must be a firsthand inquirer using raw data. His inquiry must be directed toward a real product and audience, and the student is to formulate his own method for information gathering. Noyce (1981) said that the high level of involvement in Type Three enrichment may be appropriate for only a few highly motivated gifted students.

#### Feldhusen and Kolloff Model

In order for programs for the gifted to grow and become established in the curriculum, Feldhusen and Kolloff (1979)



urged that the programs should be systematically designed and theoretically defensible. Feldhusen and Kolloff (1979) have developed a three-stage enrichment model to be used as a rationale for the design of gifted programs. Guidelines for the model were as follows:

1. There should be a systematic program of identification of gifted, creative, and talented children with primary inputs from standardized achievement tests and teacher observations;
2. The gifted students should be organized into small groups which meet at least twice a week for guidance and enrichment activities;
3. Instructional objectives should be formulated and used as guides in planning all activities;
4. The activities should be intellectually stimulating and challenging;
5. A portion of these activities should be directed toward the development of independent study and learning skills;
6. There should be much stress on challenging reading and discussion (p. 16).

Stage One activities were concerned with the development of basic divergent and convergent thinking. Activities were short, teacher-directed and included creative thinking exercises in fluency, flexibility, originality, and elaboration.

Stage Two involved problem-solving, brainstorming, inquiry, and forced relationships. Stage One activities were continued even after beginning Stage Two.

In Stage Three, students worked on challenging independent research projects. They worked individually or in small groups toward realistic goals and leading towards some end product. An interest analysis should precede this stage of

activities. Students took the lead and the teacher served as a resource person.

According to Feldhusen and Kolloff (1979), their three-stage model is appropriate to the needs of the gifted student as well as the various organization patterns of school settings. It can be implemented by the teacher in a single classroom or by grade level grouping.

#### Other Enrichment Plans

There are a variety of arrangements made for enrichment purposes. The practices usually employed in reading are to form a small group of superior learners for an in-breadth approach, or an individualized plan which might provide some breadth and depth. Cushenberry (1974) has reported five types of activities used in making provisions for the gifted in the regular classroom: (1) Special assignments, (2) Projects, (3) Free Choice Activity, (4) Monitor and Demonstrator, (5) Contract Plan.

#### Apprentice-Mentorship Program

Another strategy that can be used by a school seeking to provide for its gifted students is a community-based mentorship program. Boston (1978) described the mentor as "one who already stands within the context of a particular tradition, discipline, profession, or craft and who serves as an advisor, guide, teacher, and role model to those who seek access to the mentor's world and skills." Students can be paired with individuals who are willing to share their expertise in a particular field.

Lyon (1981) reported that in interviews with some of this country's most brilliant people, they attributed having a mentor as the single most important cause of their success.

The mentorship program is usually inappropriate for elementary school students. Students at the secondary level who are beginning to have career interests or those with consuming hobbies are good candidates for mentorship programs. In addition, they must have the maturity to take guidance and criticism and have proven ability in independent study (Boston, 1978, p. 1).

Correll (1978) stated that the use of community resources can compensate to some extent for lack of funding for special resources and equipment. Booth (1980) found that through mentorships, students learn eagerly in an area of special interest to them; they develop a positive self-image, and contribute constructively to others in the community.

### Conclusions

Providing for the suitable education of the gifted children of our nation has been a concern of American educators since our early history. Early programs stressed acceleration for bright students but the programs that appeared later began to rely more heavily on enrichment.

Pioneer educators such as Terman (1921) and Hollingworth (1923) have provided a foundation of understanding of the needs and characteristics of gifted children. Others have enlarged upon this foundation to provide a broader understanding of giftedness. In spite of this, some educators

and administrators, as well as the general public, are still confused by unfounded "myths" concerning the need for special provision for the education of the gifted.

During the Sputnik era, the federal government provided increased financial aid to programs for gifted students, especially in the sciences. This interest later waned as concern for the underprivileged came into the forefront. Public support has not been available to provide the optimum condition (Whitmore, 1980, p. 66) of special programs for gifted students with others of similar abilities. For the near future, it seems economically necessary to provide as much enrichment in the regular classroom as possible.

This project was developed to provide aid for the teacher who wishes to develop an enrichment program for the gifted students in his/her classroom. The specific area of reading was selected for the project, an area described by Witty (1951) as singularly neglected and having great potential for enrichment for gifted students. Since several junior high school teachers expressed interest in the project, seventh grade was chosen for the target level. It could easily be adapted for use with eighth or ninth grade students.

Whitmore (1980) summarized the present status of modes of education for the gifted as follows:

Very few systematic and extensive programs for gifted students have been established in American schools. At the elementary level, most educational provisions have been acceleration to a more advanced grade or "enrichment" experiences provided in a regular classroom or during one to three hours with a special education resource teacher. Special classes

for the gifted are not compatible with the spirit and intent of the current mainstreaming movement and legislation. Therefore, it seems evident that the major task confronting administrators and teachers seeking to develop educational provisions for the gifted is to equip the regular classroom teacher with the knowledge, skills, and attitudes necessary to teach effectively the gifted student (p. 26).

## Chapter 3

### PROCEDURES OF THE STUDY

In order to develop this project of a teacher's guide for developing an enrichment program in reading for gifted junior high school students, several kinds of information were needed.

First, it was necessary to determine if there were actually a need for this type of program. Witty (1971), Gallagher (1975), and Whitmore (1980) agreed that enrichment was the most economically feasible provision for the gifted and that the area of reading had great potential for enrichment. Also, the reading teachers involved with the target population of this project agreed that something further was needed in order to challenge and maintain the interest of the gifted student.

Although special classes for gifted students were found in junior high schools, the focus of those in the district examined were on mathematics and problem-solving (Central Kitsap Junior High School Gifted Program Guide, 1978). Only the top three percent of students were eligible and some elected not to take the class. An enrichment program within the required reading classes would have the advantage of reaching more of the gifted students and would provide enrichment related to reading.

Secondly, it needed to be determined if comprehensive programs for enrichment in reading at the junior high school level were already available.

To get this information, a number of publisher's catalogs were first consulted. However, the enrichment materials described seemed fragmentary, covering for the most part only a single topic or skill area. No comprehensive programs of enrichment in reading for gifted students were found.

An ERIC search of the professional literature was made in September, 1979, using the descriptors, gifted, secondary reading, and junior high school reading. Of the 42 items found, only 19 were pertinent to the topic and none of these had any reference to enrichment in a comprehensive program.

Further study of the literature led to the work of Noyce (1981) who had applied Renzulli's (1977) Enrichment Triad Model to the teaching of reading for junior high school students. Feldhusen and Kolloff (1979) were found to have developed a three-stage enrichment model, suitable for reading enrichment program. Cushenbery (1974) listed five types of enrichment activities: (1) Special assignments, (2) Projects, (3) Free Choice Activity, (4) Monitor and Demonstrator, (5) Contract Plan. The work of Booth (1980) described an Apprentice-Mentor Program for junior high school gifted students which provided a high level of motivation.

Although no single comprehensive enrichment program in reading was found, it appeared that information was available

in the literature that could be combined and modified to develop the core of a comprehensive enrichment program.

Thirdly, a format for the information gathered was needed which would be helpful to the teacher who desired to establish an enrichment program for the gifted students in regular reading classes. Those teachers consulted recommended a teacher's guide, containing lesson plans, objectives, procedures, and references to the commercial publications utilized.

The conclusions reached from the information gathered were that no comprehensive enrichment program for reading at the junior high school level was available in commercial materials, and that a need for such a program did exist at the local level investigated. Information available in the professional literature could be used to develop a program.

The final product of the project was twofold. First, a four-stage enrichment model was designed, based on the information found in the professional literature. Second, a sample application of the model to the seventh grade level was prepared, along with a teacher's guide to its implementation. Detailed directions were given so that the classroom teacher might be able to use the material in establishing a meaningful, comprehensive program of enrichment for the gifted students in his/her reading classes.



## Chapter 4

### A TEACHER'S GUIDE TO READING ENRICHMENT FOR GIFTED JUNIOR HIGH SCHOOL STUDENTS

#### Program Overview

##### Classroom Organization

Small groups of gifted students meet twice a week with their instructor for discussion, instruction, and planning. The meetings are held during the regular class period.

##### Selection of Target Group

Selection of students should be based on the following criteria:

(1) The student achieves a 10.5 grade equivalent score on the reading section of an achievement test such as the California Achievement Test. This means he is 50 percent above grade level in reading.

(2) The student is recommended by the teacher of the elementary gifted program. Care should be taken to determine that the student is advanced in the area of reading, since the elementary program may include students gifted in other areas but not in reading.

(3) Selections should be made as early in the year as possible.

##### Resource Person

The librarian serves as a Resource Person throughout the program by teaching research skills, assisting in

locating materials, and providing students with guidance in style and format for their writing.

### Community Mentors

Professional people and talented artisans in the community should be recruited to serve as volunteer mentors for the students who select this activity. Some suggested resources include:

Industry: engineers, architects, chemists  
 Local colleges and universities: faculty members  
 Special interest groups: Audubon Society, League of Women Voters, art guilds  
 City, county, and state officials  
 Professionals: doctors, lawyers, bankers, professors, horticulturists  
 Talented parents or faculty  
 Students  
 Members of local service clubs  
 Foreign students  
 Personnel of museums and libraries  
 Staff members of vocational and technical schools  
 Newspaper, radio, and television employees  
 (Correll, 1981, p. 34).

### Evaluation

The evaluation of the program consists of a written student evaluation of the program and of personal attainment of goals, a parent response sheet, and a Certificate of Merit for each student who completed the program.

### Getting Started

Identifying participants in the program was the first step in getting started. Parents were then contacted in order to gain their support. Students and parents were informed of the basic goals of the program and of the kinds of participation possible for the students.

A Teacher's Guide for Implementing  
the Four-Stage Enrichment Model

Broad Goals

- (1) Develop basic thinking abilities.
- (2) Help gifted students gain more adequate self concept by providing small group interaction with other gifted children.
- (3) Help gifted students develop their intellectual and creative abilities through challenging instructional activities.
- (4) Help gifted students become more independent and effective as learners (Feldhusen and Kollof, 1979, p. 17).

Stage One

These activities include such things as field trips, library browsing, studying autobiographies and writing their own, discussions, and assessment of personal interests; listening to speakers on topics of interest to students, if available.

Stage Two

Stage Two activities are concerned with the development of basic thinking skills and research skills. Critical reading skills, such as recognizing analogies, propaganda, and inferences are included, as well as recognizing bias and slant.

Stage Three

Students work on challenging independent research projects, based on their own interests.

## Stage Four

Highly motivated students spend a half day every other week in the community with a mentor in the field of their interest. On alternate weeks students meet to discuss experiences and do word games.

### First Quarter

#### Week One - Identifying Gifted Students

Objective: The teacher will establish enrichment groups in each class.

Materials:

- (1) California Achievement Test, Form 17C
- (2) Records from elementary schools listing students who participated in gifted programs.
- (3) Student cumulative files.

Procedures:

The teacher will administer the California Achievement Test and hand score the reading section. Students achieving 50 percent above grade level (10.5) in the combined reading score will be included in the enrichment group.

Added to this group will be the students who participated in the elementary gifted program, even though their score in the reading section of the CAT was not at 10.5, provided their cumulative records give evidence that the student's reading performance has been advanced in elementary school.

Week Two - Student Self-Assessment

Objective: The student will assess his reading and study habits.

Materials: (1) Student checklist of "Ways I Like to Work"  
(2) Interest Inventory

Procedures: At the first meeting of the group in week two, ask each student to complete the checklist, "Ways I Like to Work" and the Interest Inventory. After discussion of each form, instruct the students to complete the forms before the next meeting. At that time, allow opportunity for sharing and for discovering patterns within the individual's responses and for similarities between students. Students should keep these forms to include in their autobiographies.

Week Three - Reading an Autobiography

Objective: The student will explore his own background to increase his understanding of his own strengths, weaknesses, preferences, interests, and values.

Materials: (1) Samples of autobiographies from school library.  
(2) An autobiography for personal reading.  
(3) Directions for writing an autobiography.

Procedures:

The teacher will present several samples of autobiographies to the students. Discuss the purpose of an autobiography, some information included by most writers, and the style of the writing. Allow students library time to select an autobiography for personal reading.

At the second meeting of the week, present to the students the directions for writing their own autobiography. Allow time for discussion and questions. Instruct students to prepare a rough draft of their first chapter before the first group meeting of the following week.

Writing the Autobiography:

Include information about the following in your autobiography:

1. Important events --local, state, national and world--occurring during and directly influencing my life.
2. Important people in my life--family and others. Give reasons for considering them important.
3. My library--kinds of books I like and why; books I want to read; to own.
4. The kind of person I'd like to be.

Format--Place your completed autobiography in a folder. Write in pen, using only the front side of each page. Observe correct spelling, grammar, and punctuation. Use the following order for pages to be included in the autobiography:

1. Title page
2. Dedication page
3. Outline
4. Body
5. Pictures (at various ages, important events, etc.)

Week Four - Writing an Autobiography

Objectives: (1) The student will continue his self-assessment through writing the remainder of his autobiography.

- (2) The student will complete the reading of the autobiography he has chosen from the library.

Materials: The student will need to search out sources to supply the personal information needed in his autobiography.

Procedures:

Session One: Ask students to exchange papers and check for spelling, punctuation, and grammatical errors. Students make the revisions needed, then turn in the rough copies to the teacher for checking.

Instruct the students to continue the reading of the autobiography they have chosen, looking for the kinds of information their author has included.

Session Two: Return the rough copies to the students; discuss any general problems. Instruct the students to complete the autobiographies using the guidelines in the instruction sheet. Rough copies of the final part of the autobiography are due at the next meeting.

Week Five - Completing the Autobiography; Field trip to Regional Library

- Objectives:
- (1) The student will complete his autobiography.
  - (2) The student will participate in a field trip to the regional library.

Materials: Nothing additional.

Procedures:

The teacher will need to follow the school's procedure for field trips well in advance of the scheduled trip. Parent permission slips should be collected and

checked the week before the trip, and of course, the library should be contacted at the outset to set an acceptable date and learn the library's procedures.

Session One: Turn in the completed autobiography.

Session Two: Attend field trip to regional library.

#### Week Six - Follow-up on Field Trip to Library

Objective: Students will demonstrate knowledge of the services and resources provided by the regional library by writing a descriptive article for the school newspaper.

Materials: Nothing additional.

Procedures:

As a follow-up activity to the library field trip, instruct the students to write an article for the school newspaper, describing the services and resources of the library. Before the students begin to write, lead them in a word-listing activity in which they list all the words they can think of relating to the library. These words should be listed on the blackboard as they are given. Next, ask the students to separate the words into positive and negative lists. If no negative words have been given, elicit a few for sake of example. Point out that their choice of positive or negative words will help determine the "slant" of the story they write about the library. Allow students time to write their articles in rough form, then exchange and correct them before rewriting in final form. Select a student committee to choose the five best-written articles.



From these the teacher will select one to be sent to the school newspaper.

Session One: Word listing and instructions for writing article.

Session Two: Exchange rough copies; rewrite. Select student committee to choose five best ones from the completed articles.

### Weeks Seven and Eight - Slant and Bias

#### Overview:

According to Hillerich (Reading Research Conference, Seattle, 1980), the most important critical reading skill we can teach is the ability to recognize slant and bias in writing. Newspapers provide material for students to search for evidences of slant and bias. Hillerich (1980) said the sports page will likely be the most biased section.

Objective: Students will be able to recognize "slant" and "bias" in writings.

Materials:

- (1) Lesson on Slant and Bias, adapted from conference session, Reading Research Conference, Seattle, 1980.
- (2) Copy of a local newspaper for each student.
- (3) Activity 5, p. 118, "Slanting," Be a Better Reader, Level G, Nila Banton Smith, Prentice-Hall, 1978.
- (4) Dittoed copies of an Aesop's fable.
- (5) Dittoed copies of a paragraph with adjectives removed.

Procedures:

## Week Seven

## Session One:

- A. Take a familiar word, such as house. Ask students to list all the words they know that mean the same as house. Then sort out the ones with positive connotations in one list and the negative ones in another.
- B. Take a paragraph and delete the adjectives; fill in positively; then do it negatively.
- C. Take an Aesop's Fable and change the fox to a "good guy" and the stork to a "bad guy."

## Session Two:

- A. Select a current news article to analyze.
- B. Check front page against sports page.
- C. Graphic material. Look for examples of slant.

## Week Eight

Session One: For further practice in recognizing slant, instruct the students to complete Activity 5, p. 118, in the book, Be a Better Reader, Level G. Bring the completed lesson to the next session.

Session Two: Correct and discuss the assignment.

Week Nine - Identifying Interest Areas

Objective: The student will assess his interests to find an appropriate area for research.

Materials: Questionnaire: "The Renzulli Interest-A-Lyzer," Creative Learning Press, Mansfield Center, Connecticut, 1977.

Procedures:

Session One: Introduce the questionnaire to the

students. Explain its usefulness in determining interest areas. Then ask the students to read it over and think about their answers before filling it in. It might be helpful for them to discuss it with their parents. Instruct them to bring the completed questionnaire to class for the next session.

Session Two: From the completed questionnaires, ask students to select five areas of interest suggested by their answers.

### Second Quarter

#### Overview

During this quarter students will select their topic for the research project they will be doing third quarter. Students will explore the sources available in the school library and select one book to read for general background on their topic. The development of critical reading and thinking skills will be continued.

#### Week One - Surveying Materials

Objective: The student will survey the material available in the school library in the interest area he has selected.

Materials: The resources contained in the school library.

#### Procedures:

Session One: Instruct the students to attempt to list five sources of information, other than encyclopedias, for each of the five areas of interest they have selected.

Session Two: After making their lists of sources, the students are to narrow their topics to the one which seems to be the best prospect for research. They are to select one book for general background reading on their topic and begin keeping a simple record of reading done on their topic, as follows:

Title of book  
Author  
Author's qualifications  
Date of publication  
Type of information found in book

### Weeks Two, Three, and Four - Critical Reading

#### Overview

For most students, an aura of authority emanates from teachers and textbooks. School experiences have led to this assumption by students that textbooks and other professional publications are completely credible sources of information.

The teacher's primary goal in teaching critical reading should be to "instill in students an intelligent attitude toward print, which will allow them to exercise critical thinking even in the face of perceived authority" (Baldwin and Readence, p. 620, 1979).

Not only do students need to be taught "how" to read critically, they need to be taught "when" to do so. They need assistance in developing an internalized, automatic monitoring system which will guide their critical reading, not only when confronted with advertising and propaganda, but also when they read material by an author who presumably has their best interests at heart.

Traditionally, the good reader has been thought of as one who enters the author's world and passively permits that world to act upon him. However, efficient reception is only part of the reading process. In addition to grasping facts and interpreting meaning, the student needs to actively respond to the information he has read. He must decide which facts, concepts and opinions are worthy of incorporation into his own knowledge base.

The following "Bill of Rights and Responsibilities for Critical Readers" can be displayed in the classroom to serve as a reminder to the students of the purpose and importance of critical reading.

#### THE BILL OF RIGHTS AND RESPONSIBILITIES FOR CRITICAL READERS

##### Responsibilities:

1. You have the responsibility of getting all of the facts and getting them straight.
2. You are responsible for separating verifiable facts from opinion when you read.
3. You are responsible for resisting fallacious lines of reasoning and propaganda.
4. You are responsible for deciding what is relevant and irrelevant when you read.
5. You have a responsibility to entertain the author's point of view objectively. Negativism and criticism are not the same thing.
6. For better or for worse, you are responsible for the conclusions you draw when reading, even if the author provides you with false or misleading information.

##### Rights:

1. You have a right to all of the facts, though you may have to root them out for yourself.
2. You have a right to be exposed to contrasting points of view.
3. You have a right to ask questions, even if it annoys the teacher.
4. You have a right to your own opinion, even if it contradicts recognized authority.

(Baldwin and Readence, p. 620-621, 1979)

Week Two - Critical Reading

- Objectives: (1) Students will learn the meaning of "Critical Reading"
- (2) Students will be introduced to the following critical reading skills:
- Author's Purpose
  - Fact and Opinion
  - Primary Sources
  - Detecting Bias
  - Faulty Generalization
  - Faulty Conclusions
  - Educated Guesses
  - Writer's Qualifications
  - Persuasion Techniques in Advertisements

Materials: Spotlight on Reading Series: Critical Reading, Level G, Random House, 1978.

Procedures: (Both sessions)

A previous lesson presented slant and bias, two closely related aspects of the general type of reading known as "Critical Reading." There are a number of other skills commonly grouped under this heading, which we will study next.

Ask the students for possible definitions of critical reading. Note the various definitions of critical that are given and do have a bearing on the following definition: Critical reading is the passing of judgment on quality, value, or accuracy of material.

Introduce the students to the booklet, Critical Reading, and instruct them to work through each section at their own pace. Supply answer sheets for self-correction. Following this, they are to take the post test printed in the back of the book and submit it to the teacher for correcting.

Week Three - Critical Reading

- Objectives: (1) The student will be able to differentiate between facts, inference, and opinion
- (2) The student will practice judging the reliability of facts, inferences, and opinions

Materials: Be a Better Reader, Book H, Nila B. Smith, Prentice-Hall, 1978, pp. 80-87.

Procedures:

Session One: Use the commercial material listed above to aid in developing the background information. Read and discuss pages 80-83, then assign Activity One, page 84, to be corrected at the next session.

Session Two: Correct and discuss previous assignment. Instruct students to read pages 85-87 and complete Activity two, page 87.

Week Four - Critical Reading

Objective: The student will recognize the special uses of language used to persuade; slanting, charged words, and "weasel words."

Materials: Be a Better Reader, Book H, Nila B. Smith, Prentice-Hall, 1978, pp. 98-104.

Procedures:

Session One: Instruct the students to read pp. 98 to 104 and complete Activities 7, 8, 9, and 10. (all short)

Session Two - Correction and discussion.

Week Five - Free week for further reading on research topic.

Weeks Six and Seven - Analogies

Objectives: (1) The student will understand the use of analogies to express relationships.

(2) The student will be able to make up five or more original analogies.

Materials: (1) Analogies unit (Adapted from Bellows, 1980).

(2) Crossword Puzzles 13 and 14, from Comprehension Crosswords, Book Five, Jamestown Publishers, 1979.

Equipment: An overhead projector

Procedures:

For the activities in this unit, the first step is to display on an overhead projector the "Examples."

The "Guiding Question" refers to the verbal directions given by the teacher to stimulate discussion of the examples displayed. Students should be encouraged to explain their reasoning process when arriving at an answer. Divergent answers should be encouraged as long as they are supported by a reasonable explanation.

Week Six - Analogies (Lesson adapted from Bellows, 1980).

Session One - Grouping of items

Guiding questions: 1. How are the items in each group related?

2. What title could you give each group?

Examples: (to be displayed on overhead projector)

1. suit : skirt : dress : scarf  
(things you wear)

2. quarter : moon : ring : globe : basketball  
(round things)



3. Queen : Kiss ; Fleetwood Mac  
(contemporary rock music groups)

Application:

1. Name other items that would fit in the above categories.
2. Make up five categories, listing the title of each group in the margin.

Session Two - Explaining relationships

Guiding question: What is the relationship between the items in each pair?

Examples: (to be displayed on overhead projector)

1. hen : egg (a hen produces eggs; producer : product)
2. carpenter : hammer (a carpenter used a hammer; worker : tool)
3. shark : fish (a shark is one kind of fish; example : whole group)

Application: Make up examples to illustrate the following relationships:

1. present tense : past tense (e.g., come, came)
2. Object : action it is used for (e.g., ball, throw)
3. sport : act that scores points (e.g., baseball, home run)

Week Seven - Analogies

Session One - Analogy Patterns

An analogy is a comparison of two similar relationships. On one side the two objects or concepts are related. On the other side the objects are related in the same way. Like a mathematical equation, an analogy has equal or balanced sides.

Guiding question: "This is an analogy and this is how to read it. From examining these,

can you tell me what an analogy is?  
(see answer above)

Examples:

1. wrapping paper : box :: Bedspread : bed  
Read: Wrapping paper is to box just as bedspread is to bed.
2. bread : butter :: peanut butter : jelly  
Read: Bread is to butter just as peanut butter is to jelly.

Application: Complete these unfinished analogies:

1. cow : milk :: \_\_\_\_\_ : apple (tree)
2. me : us :: ship : \_\_\_\_\_ (fleet)
3. The United States : President :: The Roman Catholic Church : \_\_\_\_\_ (Pope)
4. doctor : hospital :: termites : \_\_\_\_\_ (wood)
5. earth : sun :: moon : \_\_\_\_\_ (earth)

NOTE: Additional teacher-made or commercially prepared practice activities using analogies may be added here.

Session Two - Expressing relationships

Guiding question:

Read these analogies. How are the two sides related? If the statement doesn't make sense, tell me what is wrong and substitute a word that will make it a correct analogy.

Examples:

1. fruit : orange :: vegetable : carrot (correct)
2. seldom : often :: prohibit : allow (correct)
3. welder : torch :: dentist : patient (correct if seen as what the worker works with; incorrect if seen as worker-tool)
4. teacher : grades :: store : paycheck (may be improved by replacing "store" with "employer")

Conclusion: For a concluding exercise in the study of analogies, provide each student with a copy of one of

the crossword puzzles (numbers 13 or 14) featuring analogies in Comprehension Crosswords.

### Week Eight - Review of Critical Reading and Analogies

Sessions One and Two - Instruct the students to review the material studied by choosing 15 to 20 terms from it and writing a one or two-line explanation for each term.

### Week Nine - Quiz

Session One - Administer quiz as follows:

Essay question - Explain what is meant by "Critical Reading." Use as many of the terms you learned as you can.

Analogies Quiz - Fill in the blank with the best word you can think of to complete the following analogies.

1. doctor : hospital :: judge : \_\_\_\_\_.(courthouse)
2. dime : coin :: robin : \_\_\_\_\_.(bird)
3. year : January :: week : \_\_\_\_\_.(Sunday)
4. clumsy : awkward :: smart : \_\_\_\_\_.(intelligent)
5. they : she :: them : \_\_\_\_\_.(her)

### Third Quarter

#### Overview

The third quarter the students will be concentrating on research projects. The librarian serves as a resource person throughout the quarter and teaches the use of the card catalog, the Readers' Guide, other reference materials, and note taking.

Plans for the Mentorship stage begin early in the quarter in order to arrange a good match between student and mentor. Parents are contacted to determine which students will participate and to arrange transportation.

Week One - Planning

- Objectives:
- (1) The students and their parents will receive information concerning the mentorship program.
  - (2) A list of participants will be made, including area of interest and transportation needs.

Materials: A take-home letter for the parents of all students in the Enrichment program.

Procedures:

Session One: The teacher will discuss the mentorship program with the students. A letter will be sent home with each student to inform the parents of the program and to be signed by them to indicate whether their child will participate. A sample letter follows:

Dear Parents of \_\_\_\_\_:

As you already know, your child has been working in the Enrichment program within the regular Reading class this year. For Spring Quarter, your child will have the opportunity of participating in a Mentorship program with a selected member of the community.

A Mentorship program is designed to provide the student with a closer look into some field of interest (career or hobby) under the direction of someone who is already accomplished in that field. Many outstanding members of our society have said that their contact with a mentor has given them their "push" into superior accomplishment.

Mentors are volunteers from the local community who are noted for their skills and their ability to work with young people. The student will spend a half day every other week working with the mentor.

Transportation for the student will be the responsibility of the parent. If this is a problem, please call me and I will try to help. Perhaps a car pool can be arranged.

The student will also have the responsibility of selecting a "Buddy" to inform him of work missed in classes while he is gone. He will be expected to keep up with all class work.

In order to be successful in a Mentorship program, the student must be genuinely interested in the field of the mentor. He must also be mature enough to benefit from a one to one relationship with an adult, be able to take both guidance and criticism well, and show evidence of a sense of responsibility towards completing assigned tasks.

Some students, although advanced in academic areas, have not as yet developed any serious career or hobby interests at this age. If not, worthwhile alternate work will be provided for the student. Since you as a parent are most aware of your child's interests and capabilities, your recommendation is needed before the student can be accepted into the Mentorship program. Please return the lower portion of this letter to indicate your response.

Sincerely yours,

---

\_\_\_\_\_ Yes, I believe my son/daughter would benefit from participating in the Mentorship program.

If Yes, indicate area of interest.

---

\_\_\_\_\_ I will be able to provide transportation.  
(Yes, No)

\_\_\_\_\_ No, I believe my son/daughter would not benefit from the Mentorship program at this time.

Student's name \_\_\_\_\_

Parent's signature \_\_\_\_\_

Date \_\_\_\_\_

Session Two: Take-home letters will be returned, and the teacher will make up the list of students who will be participating in the Mentorship program, including their area of interest.

For those not taking the mentorship, present the following option:

#### Prominent Person Study

Select the name of some prominent living person. Try to discover as many interesting things as you can about the person himself; his job, the contributions he is making to society, human interest stories, character traits. By reading magazines and newspapers, and listening to TV, follow his travels and activities. Learn how to spell his name and the names of the places he visits. Keep a written record of the information you discover as well as a scrapbook of clippings and pictures.

#### Weeks Two and Three - Research Skills

- Objectives:
- (1) The student will learn how to use the card catalog, the Reader's Guide, and other reference materials.
  - (2) The student will learn how to take notes on his research.
  - (3) The student will become familiar with the written guide for writing research papers provided by the librarian.

Procedures:

The students will work with the librarian in the library to complete these objectives.

Note: During this time, the teacher will continue to contact possible mentors in the community to match the interests of the students.

#### Weeks Four - Eight - Independent Study

- Objectives:
- (1) Students will complete their written research project, following the information provided.
  - (2) Students will prepare an oral presentation of their research to be given to the class during the final week of the quarter.

#### Procedures:

Students will work independently during this time. Both the librarian and teacher continue to serve as resource persons. The deadline for a rough draft is week seven, with the final form due on week eight. Oral presentations are given during the final week of the quarter.

Note: During this time, the teacher finalizes the selection of mentors. A meeting with parents is planned for the first week of the fourth quarter, and a short afternoon visit for each student to meet his mentor is to be arranged as soon as each student-mentor pair is completed.

#### Fourth Quarter

#### Overview

Activities for this quarter include the Mentorship stage of the enrichment model, or alternate choice, the study of a prominent person. (See page 48)

Objectives:

- Mentorship - (1) The student will increase his awareness of a particular skill or area of knowledge.
- (2) The student will improve his self-concept through contact one to one with an interested adult.

Prominent Person Study -

- (1) The student will increase his information gathering skills.
- (2) The student will become aware of the value of a particular person to society.

Procedures: Mentorship Program

After the students have been paired with a mentor, an evening meeting for students, parents, and mentors is to be arranged in order to inform everyone of all aspects of the program and to allow time for questions and other concerns. The responsibilities of parents and students are explained and the mentor informed as to what the student hopes to receive through this experience.

Close teacher supervision is needed as the program continues. After the first session of the student with the mentor, the teacher telephones each mentor and student to check on progress and forestall problems. Each student keeps a journal of his experiences, which he hands in to the teacher after each session with his mentor. Comments or suggestions from the teacher are added to the journals before they are returned to the student.

During the time the student is not at his mentorship, he writes in his journal, plays challenging word games, and reads.



At the end of the quarter, letters of appreciation are sent to the mentors. The students and parents are surveyed to learn what they liked about the program and what should be done differently.

The mentorship program was thought to have the potential of providing the spark of motivation needed for gifted students to work creatively in an area of special interest to them. It may have helped them develop feelings of self-worth by contributing to others in the community. It may also have helped them decide which of their talents and abilities holds the most promise for developing into a career.

Procedures: Prominent Person Study

The student who selects this alternate activity will spend the first week of the quarter in library "browsing" in order to select a suitable person for his report. He will then continue to develop his information gathering skills by making a thorough study of the person chosen. (See page 48 for directions for the study). Much of his time will be spent in the library doing research. Class time is used for writing the Prominent Person Study and preparing the scrap-book described in the directions.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

Study of the research established that gifted children need enrichment in the area of reading but that a dearth of comprehensive, defensible programs existed, especially at the junior high school level. This project was undertaken to help the teacher establish a program to meet the needs of the gifted students in the regular reading class. An enrichment model, consisting of four stages of activities was developed, which an interested teacher could use to establish a program of enrichment. A sample program for the seventh grade was produced with a teacher's guide to assist in its implementation. The emphasis of the program was on broad goals, training in critical reading and thinking skills, and on the process of information gathering. Methods of learning were emphasized, rather than the accumulation of a body of facts.

#### Recommendations

As a result of using the program, it was found that the amount of time allowed for students to work on the enrichment activities should be increased from two days each week to three. Four days might be allowed during the time students are working on research projects.

The aid of several parents should be enlisted to assist with the library field trip.

The mentorship program should be closely monitored by the teacher. If a student is decidedly not enjoying his experience, an attempt should be made to locate a second choice of mentor. Also, if a student is not performing in a responsible manner, he should be counseled immediately and returned to the classroom if there is no improvement in behavior.

For the future, teachers who use the four-stage enrichment model could expand some areas as they develop additional materials or find suitable commercial materials. For those teachers who do not have the services of a librarian to teach the research skills, a unit of study for that area should be developed before the third quarter.

### Conclusions

As a result of participating in the program, the gifted student had the opportunity of realizing more of his potential in the area of reading, and of increasing his capability of making a worthwhile contribution to society.

The model was appropriate to the needs of the gifted student and required no additional funding or adjustment of traditional school organization. It was designed to be used by a classroom teacher for a single classroom, or for grade level grouping. Through the use of the guide, students should have an enrichment reading curriculum to meet their needs in the total school program.

Formal research as to the effectiveness of this program is recommended.

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## WAYS I LIKE TO WORK

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

Check the following items to indicate your preferences for working conditions. Give the reasons why you checked the columns as you did.

	Little		Moderate		Much	Reasons
	1	2	3	4	5	
Alone						
With friends						
In small groups						
In large groups						
Long work periods						
Short work periods						
At home						
At library						
At school						

## My Ideal Classroom

If you had your choice and could set up an ideal classroom, what would it be like? (Include how it would be organized, the way people would behave, kinds of materials and equipment available, ideal teacher, special activities, etc.)

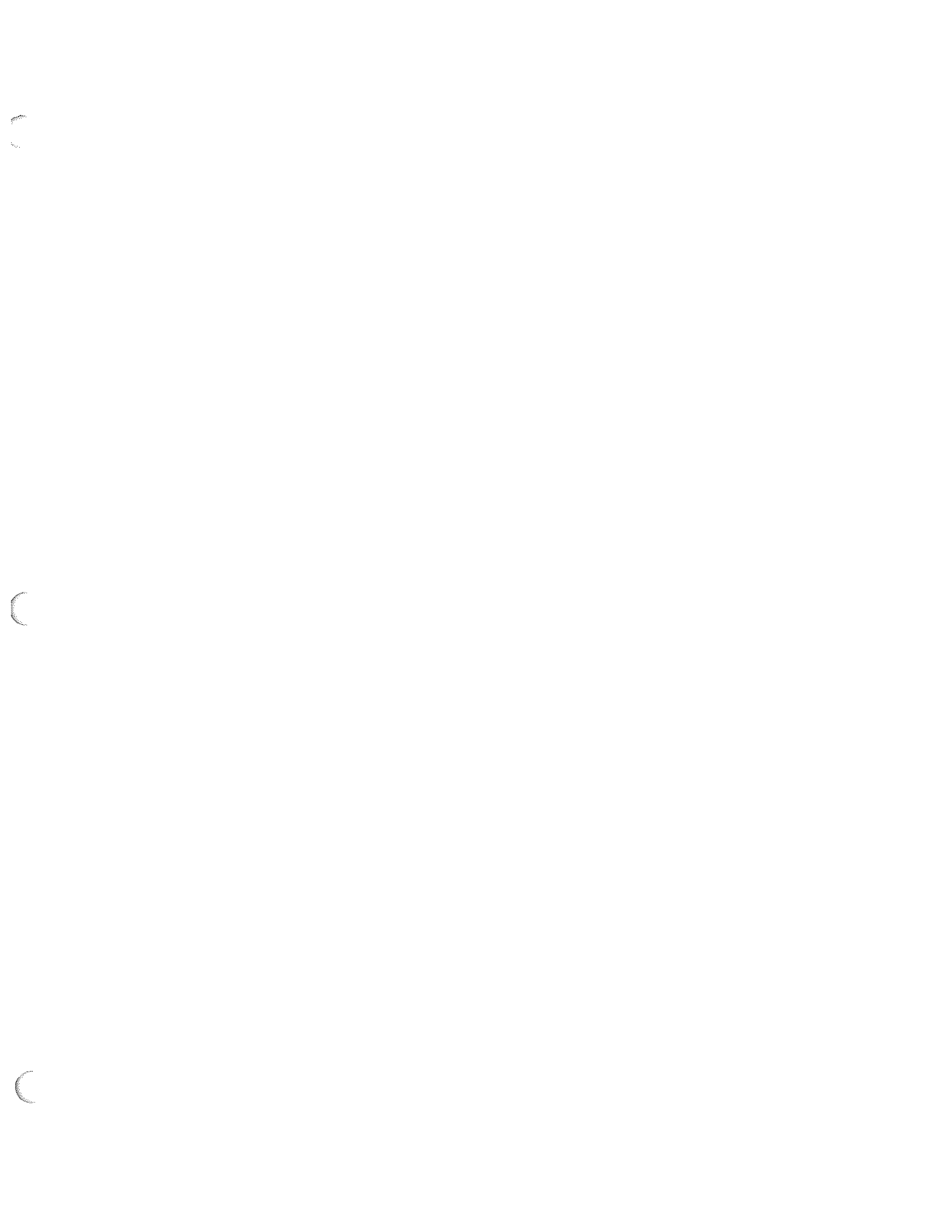
## What Would You Like To Know More About?

Please circle the numbers.

- |   |                              |   |
|---|------------------------------|---|
| 1. Literature                                   | 27. Oceanography             | 52. Ancient Life - Egypt, Greece, China, India, Assyria, Rome, Other _____  |
| 2. Drama  | 28. Microscopic Life         | 53. Medieval Life   |
| 3. Creative Writing                             | 29. Archeology               | 54. Foreign Language - French, German, Spanish, Russian, Other _____  |
| 4. Mythology                                    | 30. Geology                  | 55. Government - Local, State, National, Law Enforcement, Fire Protection, City Planning, Sanitation, Other _____ |
| 5. Painting                                     | 31. Lapidary                 | 56. U.S. History  |
| 6. Drawing                                      | 32. Mineralogy               | 57. The Newspaper - Reporting, Make-up, etc.  |
| 7. Ceramics                                     | 33. Astronomy                | 58. Banking and Money   |
| 8. Stitchery                                    | 34. Geography                | 59. Stock Market  |
| 9. Sewing and Fabrics                           | 35. Cartography (map making) | 60. Computers and Computing Devices   |
| 10. Puppets                                     | 36. Weather                  | 61. Mathematics - Topology, Space, Geometrics, Other _____  |
| 11. Woodworking                                 | 37. Conservation - Ecology   | 62. Mexican Folklore and Folkways   |
| 12. Macrame                                     | 38. Horses                   | 63. History of Mexico   |
| 13. Sculpture                                   | 39. Pets                     | 64. African Folklore and Folkways   |
| 14. Bookbinding                                 | 40. Plants                   | 65. Africa  |
| 15. Printing                                    | 41. Farming                  | 66. The Orient  |
| 16. Architecture                                | 42. Gardening                | 67. American Indian   |
| 17. Photography                                 | 43. Insects                  |   |
| 18. Film Making                                 | 44. Bird Study               |   |
| 19. Television                                  | 45. Reptiles                 |   |
| 20. Cartooning                                  | 46. Paleontology (fossils)   |   |
| 21. Radio                                       | 47. Music                    |   |
| 22. Mechanics - Engines                         | 48. Folk and Square Dancing  |   |
| 23. Space Travel                                | 49. Modern Dance             |   |
| 24. Sailing                                     | 50. Stamp Collecting         |   |
| 25. Physics - Light, Sound, Energy, Electricity | 51. Coin Collecting          |   |
| 26. Aeronautics                                 |                              |   |

Other interests that are not listed: \_\_\_\_\_

(Adapted from Mentally Gifted Minors Program materials, Pomona, California.)



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