

The Community Advisory Committee for Gifted and Talented Education
cordially invites you to attend our bimonthly meeting featuring

Dr. James R. Delisle

Author of

Parenting Gifted Kids: Tips for Raising Happy and Successful Children
(Professor of Education, Kent State University and middle school teacher)

Thursday, April 24, 2008, 6:30 p.m.

Location: I.U.S.D. Administration Center, 5050 Barranca Parkway, Irvine

COORDINATOR'S MESSAGE

The summer's sunlight is almost visible at the end of the tunnel. However, before we get out our beach chairs and sunscreen, we still have much to look forward to as we head into the final stretch of this school year. While juniors are still a bit on edge, seniors have just about cleaned out their lockers. Meanwhile, 6th and 8th graders are thinking about saying goodbye to their schools and becoming the "low man" on the totem pole again. While spring fever has hit the students, all teachers are squeezing in last minute details with hopes that students will be able to remember all that has been taught for the CAT-6 and STAR tests. These assessments are an important tool for students to measure academic growth, and for teachers to measure instruction strategies.

We also have the tools necessary to teach each student, no matter where he/she is on the spectrum of ability; and the best part is these tools are free. The tools (and remember they're free!) are the strategies used to differentiate the curriculum.

The idea of differentiation can sometimes be confusing. It's not a textbook, worksheet, or other tangible item that can be easily identified at the bottom of your child's backpack. "Differentiated instruction is a process through which teachers enhance learning by matching student characteristics to instruction and assessment." (Carol Ann Tomlinson)

With gifted learners, matching instruction to the way students learn means that teachers provide specific ways for each individual to learn as deeply as possible and as quickly as possible. The pace of instruction is faster and with less repetition. Oftentimes, basic skills are compacted, which is when two or three skills are taught in one lesson. The core content is layered for a deeper understanding of the ideas. Complexity is threaded through the process of learning as students look at particular concepts through multiple perspectives and/or across the disciplines.

Teachers incorporating differentiated instruction believe that students should be held to high standards. "They work to ensure that gifted students think and work harder than they meant to; achieve more than they thought they could; and come to believe that learning involves effort, risk, and personal triumph." (Carol Ann Tomlinson) Differentiation is the most powerful and inexpensive method of meeting the needs of high-ability learners. At this time of financial uncertainty, it's good to know that Irvine's students will still be provided with appropriate and respectful instruction of the core content.

Through ratcheting the content standards to meet the high-ability students' academic needs, students can be pleased with the growth reflected in their CAT-6 scores. More importantly, their

(Continued on next page)

CAC-GATE Chairpersons' Message

By Terry Freedlander

As my first year as Chair of the GATE CAC comes to a close, I would like to look at some of the accomplishments of the past year. Working with parent volunteers, Larry Kaplan and Wendy Bokota, GATE CAC awarded over \$5,500 to nine teachers for their innovative mini-grant proposals. Much of GATE CAC's fund-raising efforts came from the October '07 GATE Day, held this past year at Eastshore Elementary School. Over 120 students spent their day in creative, fun workshops to develop their mind and/or body in different areas of study from origami to soccer to chess to CPR. This day always sells out and we always have a waiting list. Wendy Pokorski, our IUSD GATE manager, coordinated and planned this very successful day. The other GATE CAC program is the Carol Smith Memorial Scholarship, which will be awarded in June to an IUSD GATE Senior attending a 4-year college in the Fall.

In addition to these programs, Beth Andrews, IUSD GATE Coordinator, brings to the quarterly GATE CAC evening meetings speakers whose passion is gifted education. We have seen attendance rise this year. Our speakers included Susannah Richards from Eastern Connecticut State University, and Ed Zaccaro, a Math PHD and consultant. It has been a year filled with seeking out parent resources to take on the role of Parent Rep. If there is one area that needs continued focus for GATE CAC, it is this one and we will continue to do this throughout the remainder of the school year.

We encourage your feedback and ideas to help our group grow to be a useful resource to all in the parent community.

COORDINATOR'S MESSAGE *(continued)*

learning will go beyond what the grade level assessments can measure. As each senior heads off on the path toward his/her future, he/she will be able to take the skills learned in our classrooms, "essential habits of persistence, curiosity, and willingness to take intellectual risks," (Carol Tomlinson) wherever the destination might be.

We hope you'll be able to attend the April 24th CAC-GATE meeting. Dr. James Delisle, PhD, Professor of Special Education at Kent State University and author of 9 books and more than 150 articles on gifted children and adolescents, will be presenting "Parenting Gifted Kids:

Tips for Raising Happy and Successful Children." Dr. Delisle is a wealth of information for parents, teachers, and gifted individuals young and old. We hope to see you at on the 24th.

Sincerely,



Beth L. Andrews

CHOICES AND CHALLENGES FROM LAKESIDE MIDDLE SCHOOL



Ever since being founded in 1978, Lakeside Middle School has earned a stellar academic record. Part of this success is due to the fact that we think it's best to challenge all kids. We offer many enrichment opportunities within our regular school day as well as at lunch and after school. It's all part of living by our unofficial school motto, which is "**Doing What's Best for Kids.**" For us that means not treating all students alike, but rather offering choices.

Enrichment Opportunities at Lakeside Middle School:

Creativity and curiosity are two hallmarks of the middle school student. For many students the middle school years are the last chance to sample areas of interest before moving on to the rigorous college prep track followed by students aiming for the best universities. Lakeside Middle School offers students chances to **explore and develop their special interests and talents.** Offerings include such things as:

- **Participation in National History Day.** We have close to 100 students participating. We have an outstanding record at the county and state level, and have had the honor of sending students on to compete at the national level. This year 13 students in 5 entries have qualified for the state competition in Sacramento. More Lakeside students have qualified for the state competition than any other middle school in Orange County!
- **Additional writing and art challenges such as Red Ribbon Week and the Holocaust Writing and Art Contest sponsored by Chapman University.** Our students have had the privilege to learn of history first-hand through meeting survivors of the Holocaust. We have had many finalists and five winners of \$500 prizes for the best art and writing in Southern California.
- **Academic Pentathlon.** Each year we field a team of 7th graders and a team of 8th graders for this challenging and fun endeavor. Students are coached by faculty volunteers and put in many hours preparing for the March competition. They compete in the areas of science, history, essay, literature and mathematics.
- **Extracurricular monthly book clubs and in-class literature circles.** Lakeside Book Club leaders choose six books each year. Students meet monthly to take a quiz and to discuss the themes of the works. Voluntary participation ranges from sixty to over one hundred students each month. The discussion circles are entirely led by student leaders.
- **Science Fair, Astounding Inventions, Toshiba Exploravision and the Sally Ride conference.** High achieving students are encouraged to participate in these events, which serve to prepare them for the challenges of the high school honors programs.
- **Instrumental and choral music classes.** We offer a full-range of music classes (including jazz band) and are well-represented in the district honors groups.
- **Partnerships with UCI** such as Career Day and Engineering Week.
- The opportunity to take high school classes (Spanish I and Geometry, with teacher recommendation) while in the 8th grade.
- A **full elective program** (with classes such as drama, art, ceramics, home arts, public speech and debate, media literacy, yearbook, journalism, law and society and film and literature) enables students to investigate their unique interests and talents.
- Providing extra service to the school while **exploring possible future careers** by serving as media aides, office aides, special education classroom aides and teacher assistants.

- **Leadership** class enables students to develop confidence and to serve the school through planning events such as dances, trivia bowl, elections and spirit competitions.
- **National Junior Honor Society** provides opportunities for leadership and service, such as tutoring in our lunchtime and afternoon homework help sessions.

In core curriculum Lakeside places students in interdisciplinary language arts/social science classes. The goal is for teachers to keep their students for two years. In addition, students are assigned in such a way that the classes can meet for an extended "double-block" of time whenever desired. All students will write four "anchor essays" in English and three in history during the course of the year. Clusters of GATE/high achievers are placed in each block. Students will be regrouped according to ability to participate in special units such as literature lab. During "lit lab" a third teacher works with the teams to create smaller classes for the study of high-interest novels or short stories. Our goal is not only to develop the skills of literary analysis, but also to promote the love of reading.

The ability to take classes such as Algebra, Geometry and Spanish I puts our students in a perfect position to get on board with high school Honors and Advanced Placement courses. Math classes are grouped according to test results so that students' needs are met.

Our science program is highly interactive and challenges students to be independent thinkers and questioners. The team of five teachers works together to plan a comprehensive program that addresses all standards over a two-year period. Students are encouraged to become scientists, not just to read about science. Labs, hands-on projects and PowerPoint presentations are all part of the science experience at Lakeside Middle School.

Other arenas offer challenge as well. For example, our physical education teachers have developed units focused on twenty different sports/activities. Each year students experience ten. By the time the students leave Lakeside they will have had the opportunity to learn Frisbee golf and ping-pong and many other activities, as well as the more traditional sports. The PE program places great emphasis on personal fitness and healthy choices.

Lakeside also has implemented an electronic learning program called SuccessMaker from Pearson Digital Education Technologies. Although this program is aimed at struggling students, we sometimes find high-achieving students with "holes" in their basic skills. We are working to help our students remedy such deficits. We also offer an after school drop-in homework help program. Students receive help from high school and honor society tutors. A certificated staff member is also available to provide help.

The middle school years are truly a bridge between the more sheltered haven of elementary school and the bigger world of high school. Here at Lakeside we do our very best to always stay focused on our students as individuals. We challenge our students, but we also give them choices.

Although we are proud of our academic standing, we are more proud of the confident, happy and enthusiastic students we send on to high school. Our alumni look back with great fondness on their Lakeside Middle School years. Wonderful parents, awesome students and dedicated staff members who go the extra mile in "Doing What's Best for Kids" are the true ingredients of our success.



Deerfield Elementary School APAAS Program

By Kathy Larson, Linda Heath, and Cheryl Yoon
Deerfield APAAS Team

The APAAS Students at Deerfield are off to a flying start this 2007-2008 school year! Deerfield 4th grade APAAS students have adjusted well to a more rigorous academic program. They have learned to schedule their time and organize their lives to meet deadlines. Deerfield 4th grade APAAS students have learned to write a multi-paragraph essay, as well as write narratives, responses to literature, short stories, expository essays, poems, and informational reports. These students have learned to cite sources and use a variety of materials as an aid to their writing. Each student has already researched and reported on a California Native American tribe and on a California mission. The students are very excited about our class's literary blog on the Internet. This is a blog where their literary work is posted, and students and parents may post comments.

We have begun an exciting unit on the California Gold Rush, which will culminate with Gold Rush Day, scheduled for May 2008. Through the use of simulations, arts and crafts, writing activities, and multiple resources, California history comes alive for each student.

Deerfield's 4th grade APAAS students are learning about the genres of realistic fiction, mystery, poetry, fantasy, folklore, fables, historical fiction, and biography. By June, each student will have read and studied books and stories in these genres with depth and complexity. As they are reading, they will be looking for common themes and literary devices throughout the literature. Students are now working on writing their own book, complete with illustrations. These books will be bound and ready in May. In June, groups of students will be writing their own scripts and then performing their plays/skits for their fellow classmates. This is always an educational, yet fun project.

Every 4th grade APAAS student created his/her own invention. Six of these inventions were selected to compete in the Astounding Inventions of the Future Program, held at Irvine Valley College in January. On March 14, 4th grade APAAS students participated in Pi Day. This was a fun and educational day with all activities involved in learning about pi. Students challenged themselves to memorize the first ten digits of pi and one student actually memorized 130 digits! The culmination of the day was, of course, everyone getting to eat a pie.

The Deerfield 5th grade APAAS class has completed two trimesters and is already working hard in the third trimester. They are fully adjusted to our schedule, new methods of classroom organization, and have become involved in the various activities that are helping them grow as individuals.

Language arts is a multifaceted program in the Deerfield 5th Grade APAAS class. Every week we have writing lab where students enhance their skills, study and write in various writing styles, and practice editing skills. First trimester, although all styles were addressed, we concentrated on narrative forms of writing. During the second period we honed our argument skills by writing persuasively. Everyone seemed to be able to identify and develop the issues while writing convincingly about their point of view. The third trimester will find us combining our reading with writing and developing our skills as we write responses for our current literature selection. Students have been working in reading comprehension to develop their ability to read and understand author's intent. They then set about learning to write about their understanding in the correct format. Prior reading has involved students in whole class novels and literature circles. The novels they read help them explore human nature, moral dilemmas, American history and the issues, conflicts and personal struggles of earlier times. Vocabulary and grammar are also areas of concentration throughout the school year.

The 5th grade framework in social studies has students studying America from Native American habitation through the twentieth century. Deerfield's 5th grade APAAS class studied the tribes of

North America through a group interactive exploration report. They investigated tribes within regions and reported on their habitats, beliefs, government structure, and arts and crafts. Each group completed projects that would help their fellow classmates understand and appreciate America's native citizens. Their next study was of the explorers involved in opening North America to the rest of the world. Included in this project were computer generated timelines and maps, as well as a narrative writing about a single moment in the life of an explorer. They are now studying, investigating and reporting on colonists. All of the fifth graders just went through Colonial Day where they visited six simulations that gave them an understanding of the type of activities children would have been involved in during colonial times. They are creating a brochure about individual colonies and simulating products of the period as part of an oral presentation. They will soon begin studying the revolution and shout their knowledge by writing a Revolutionary newspaper. Their final project will involve drama as they perform mini plays about the different events studied throughout the year.

Other events during the year will include a visit to a planetarium, square dancing, and attendance at various musical performances. Students have been involved, through the science specialist, in two projects with the UCI physics department. Their interest in science was buoyed by this as did their involvement in Astounding Inventions earlier in the year.

Deerfield's 5th and 6th grade APAAS classes have been challenging themselves to become better mathematical thinkers. In addition to acceleration of content, students are learning in-depth mathematical thinking through investigations and becoming "problem-solving geniuses" using Ed Zaccaro's books for mathematically gifted students. Fluency with mental math strategies as well as the fun of solving Math League and Math Olympiad contest problems round out the challenge. Fifth grade students are extending their understanding of math concepts with their mini-books for each mathematical topic. By writing songs and poems, drawing Venn diagrams and comics, creating mnemonic devices, and even telling jokes about the math concept learned, students reinforce their understanding and creatively apply their mathematical thinking. The sixth grade math students kicked off the year by answering the question "When will we ever use this?" They interviewed professionals, ranging from real estate agents to bankers and engineers, who used math in their job and then presented the information to their classmates. Students learned how math was used in the real world and gained valuable advice. Math, as well as consideration of trends and risk, come into play as the 6th grade students make cooperative decisions about which companies' stock to buy in The Stock Market Game. Students have been learning about business structures, diversification, and other financial concepts as their "investment committees" create and manage stock portfolios.

In language arts, the Deerfield 6th Grade APAAS students have been involved in novel studies dealing with the challenges and triumphs of coming-of-age. Using *The Red Pony*, *The View From Saturday*, and *Young Fu of the Upper Yangtze*, the class has discussed the role of responsibility, kindness, and friendship on the journey to maturity. Focusing on point of view with *The View From Saturday*, students presented their characters' perspectives in their culminating talk show projects. The class tracked the character development of Jody in *The Red Pony* creating an emotional timeline, as well as practiced their skill in creating higher-level questions using Bloom's Taxonomy. Students focused on theme during the study of *Young Fu* in a small group format where they each took the roles of a film crew member. Students have just started their poetry unit, which will integrate the reading and writing of poetry. In poetry theatre performance groups, students will interpret and present poems of various forms and historical periods that relate to a central theme. Unsolved

Culverdale Elementary School

Culverdale Elementary School continues to uphold the highest level of commitment to each student. Our dedicated staff provides an enriched curriculum, differentiated with depth, novelty, and acceleration for our GATE community, as evidenced by the myriad activities in every classroom. Culverdale is one of eight elementary schools in Irvine to participate in a program called Response to Instruction. Each student's reading ability is assessed, and then students are grouped together and placed with a teacher for one hour of reading instruction a day. The goal for RtI is to maximize reading growth and potential. GATE students are matched with "challenge" level students, expediting the teacher's ability to differentiate curriculum. Acceleration is an effective method in this setting, and our GATE students enrich their reading curriculum with many creative projects.

Culverdale **fourth grade** students are solving challenging problems from Singapore Math and the activities in their fourth grade math text. They will work with Hands-On-Algebra and Bean Stick Algebra, activities that make abstract concepts concrete with a visual and physical representation of algebraic equations. In social studies, students will study and explore the history and geography of California, the California Missions and the Gold Rush with our text and through simulations. For our mission study, small sailing groups are formed in which students assume the actual roles of a crew on a trading ship bound for California from Boston. They barter and trade for hides from the ranchos of California. Students enjoy the Word Master Challenge which is a stimulating word study of new vocabulary using analogies. 4th grade median team scores were an impressive 25 points higher than the national median team scores. In language arts, students select projects from a menu. The projects are aligned to the current story and skills focused around the theme.

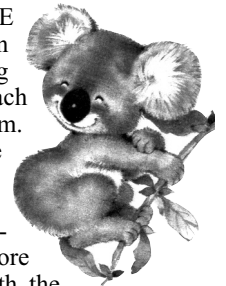
Deerfield (continued from previous page)

mysteries are the focus for our unit on persuasion and propaganda, where students are learning to read critically for bias and fallacious reasoning. As students do research on their mystery, they will be learning to evaluate websites for bias, critically examine conflicting evidence, and synthesize the evidence into one theory that they will present at an "unsolved mysteries symposium." The study of novels tied to ancient civilizations will round out the language arts curriculum.

In the writing domain, the class has been working on various writing projects using the "six traits of writing" model. With the objective of developing students who "read as writers, and write as readers," students have been doing writing analyses of their independent reading where they pick exemplary passages and analyze the passages for the various traits of writing. By examining the craft of great writers such as Dr. Martin Luther King, Jr., Gary Paulsen, and Sandra Cisneros, students are learning to become better writers themselves. As an example, students wrote a speech modeled after Dr. Martin Luther King, Jr.'s "I Have a Dream" speech. They examined the literary and rhetorical devices used by Dr. King, did research on a social problem, and wrote a speech where they incorporated similar literary devices. During the unit on short stories and personal narratives, students studied the elements of plot as readers and applied this knowledge to their writing. Focus on various writing skills such as sketching people and places, showing emotion through gestures, and making a movie helped students to make their narratives come alive.

This year promises to provide Deerfield APAAS students with curriculum that not only guides students in mastering information, ideas and fundamental skills, but one that will also help them tackle complex issues and problems.

Along with the daily enrichment, GATE students in the **fifth grade** are presented an additional opportunity to broaden their learning across the curriculum. At the beginning of each month an Extensions Menu is planned for them. The purpose of this Menu is to expand the curriculum so the students can explore and make connections on a deeper level. Several activities are listed on the menu for each curriculum area. These activities align with the core curriculum but go into depth and novelty with the activities. Students have the option of selecting as many extensions as they'd like along with the targeted grade that they would like to earn.



This year we implemented RtI (Right to Instruction) during our reading classes. Fifth grade GATE students extend their core curriculum through novel and in depth projects such as illustrating and authoring stories; creating plays and acting them out; doing research on the Internet and then participating in cooperative group to consolidate, synthesize and present material. We also will continue to participate in WordMasters, a national vocabulary building competition. Our scores have continued to improve. 5th grade median team scores were 55 points higher than the national median team scores. 5th grade had one student who scored 19/20 points, one of only 197 students out of 38,310 students who took the test!

Further enrichment is found in the Social Studies curriculum. Big Books are used for the study on Native Americans, Explorers, and Colonial Craftsmen. Within this cooperative group setting, GATE students have the opportunity to excel in leadership and enhance interpersonal communication skills. Power point presentations are utilized to enhance the learning experience while studying the U.S. Presidents. Fireside Chats enliven the oral reports for the Presidents. While studying the 50 states, students create a tri-fold state technology brochure.

Sixth graders have a wealth of material to explore each month across their curriculum. Students are challenged through novelty, depth, and acceleration as they master the sixth grade standards. RTI gives the students a unique daily opportunity to have their Language Arts needs met. The students have weekly required reading involving distinctive genre and challenging novels, along with free reading choices. WordMasters and Wordly Wise continue to enrich vocabulary for our GATE students. 6th grade Research and projects, tailored to appeal to everyone's taste, offers a mixture of unique topics to enhance the learning experience. Samplings of Social Studies projects include Indian Palm Leaf books, Egyptian ABC books and Books of the Dead, virtual tours, and Big Books for ancient civilizations. Math is differentiated with enrichment packets, and daily and weekly challenge problems. The district *Primary Mathematics Challenging Word Problems* series is used to polish the students thinking skills and encourages students to use creative problem solving strategies. Other novelty aspects include News Quiz, a GATE current events program, which is both enjoyable and competitive.

All three grade levels avail themselves to Neufeld Math, a site-based computer-accessed curriculum which allows students to work at their own pace and ability. Our students have the opportunity to utilize the Culverdale Website for updates to current assignments. As you tour Culverdale, plan to be impressed by the students' work displayed throughout the building! Providing a challenging and differentiated program that serves all of our learners at Culverdale continues to be a priority with each and every teacher at Culverdale Elementary. Our commitment is to excellence!

Northwood Elementary's GATE Class With Mr. Watson

By: Sixth Grade Students

On some days in January and a few in February, all of the gate students went to the science portable with Mr. Watson from 1:30 – 4:30. We all loved learning new things about the ocean with him, and we all cherished the activities we did. Here is my favorite one, and I'm sure it will give you an idea of how much fun we all had together.

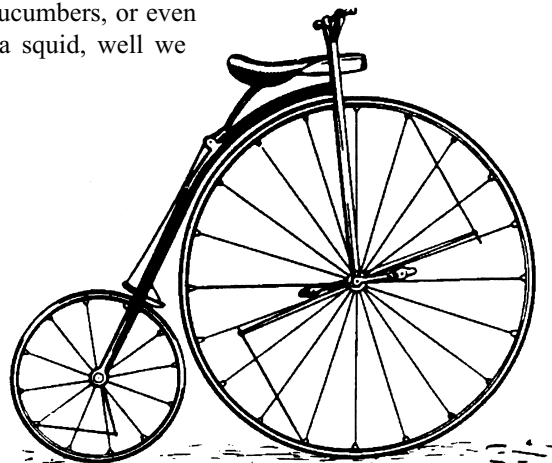
One of the activities was on February 7, and when we came inside for our activity, we all sat down in our seats. We were wondering what we would do that day. Well, Mr. Watson told us another one of his teaching stories from a number of years ago, and then he started to talk about the fish skeletons and models he brought in. We all were listening to Mr. Watson, and we were all wondering what we were going to do. We were all very anxious and finally, he told us what we would do. Guess what, we all got to create a fish of our very own! It was so fantastically fun!

We had to give our make believe creature a name and a scientific name. By the way, Mr. Watson also taught us that a scientific name for an animal is its Genus and its Species. My fishes name was the Dipped Beak Zipper. Its scientific name was Dipopus Beakuss Zipperetus. Most people said it was just a platypus, but I ignored them. After that, we had to write a description about it. My description was long, but I wish I had more time to really describe my fish. Well, I hope this short summary gave you a nice glimpse of our fun days with Mr. Watson. I know we all enjoyed them tremendously. By Monica Leys, 4th Grade GATE Student

Over the past few months the Gate Students in Mrs. Mroch's Fifth Grade class have done some fun activities. We have gone to Dr. Watson's GATE science class to learn about marine biology and the vast number of ocean animals. Also we are doing a reading group where we have read *The Great Wheel* by Robert Lawson. We will next read *The Year of the Boar* and *Jackie Robinson* by Betty Bao Lord. We will compare the two immigrant experiences that we learned about in these books. We have also done projects with the whole class, such as our Explorer reports. For the Explorer reports the class was split up in nine different groups. Each group had to write a report for an explorer and then, using tag board, make a picture of the explorer. Besides reports, we have written many different essays. We have written essays on our gingerbread houses that we made in December. Another essay that we have written was a response to literature. In addition to that our class has written persuasive essays on why we should have a new snack food on the menu. By 5th Grade GATE Students

Social Studies, Writing, Reading, Science, Grammar, Spelling, and Math; sixth grade is complicated. We've created projects for almost every subject: flip books and clay cuneiform tablets for Social Studies, essays and short stories for Writing, novels for Reading, science fair projects for Science and Gulliver's Travels for Math. For art, we have even drawn ourselves as kings and queens of our favorite thing. Soon we will be faced with the challenge of crossing the Silk Road. We will take a journal and record the events that occur along the way. When we aren't doing all of this work some of us go to Mr. Watson's enrichment class.

Getting our hands dirty, touching live aquatic animals, and learning about marine biology, we've done it all. We've even sung about it! Touching live aquatic animals makes this class very interesting whether we are touching sea urchins, sea cucumbers, or even star fish! I bet you have never dissected a squid, well we have!





GATE NEWS FROM GREENTREE

The 4th, 5th and 6th grade students at Greentree recently participated in *Disney's World of Physics: Energy and Wave*, a wonderful fieldtrip opportunity that took place at the California Adventure Theme Park. Students were led and taught by a Disney facilitator and examined how the energy of light and sound come together to create special affects and illusions. The students had opportunities to learn about different kinds of light energy and how the Disney imagineers used these kinds of light to create exciting experiences in their attractions and shows. They experienced, first hand, how sound travels best, and how it can be used to create moods and enhance what you think you see in a ride or attraction. They also had the opportunity to explore magnetism while learning about electromagnetism and induction motors which are used to propel roller coasters. This was a very fun and exciting day. The students enjoyed the challenging topics and a chance to see science and technology in use outside the classroom.


Technology is important in our world today and is incorporated throughout all subjects in upper grades. Differentiation for GATE students is built into the program through use of power point presentations, math and language arts enrichment, and social studies and science research and experimentation.

Leadership is an important skill that is emphasized in our Greentree GATE program. Students have opportunities within the classroom, in GATE clusters, and across grade levels to develop leadership and teamwork skills. Each year, GATE students take on a school-wide project. This year, the students are designing and maintaining a bulletin board to reflect our school value; respect. This has involved writing a new school pledge and using new school technology to document the value as it has been modeled throughout the school.

A GATE cluster school, like Greentree, models the GATE program within the classroom by differentiating curriculum instruction and expectations for students. Questioning strategies include developing critical thinking skills and analytical reasoning. This approach is applied across all core subjects by the classroom teacher through direct instruction or in small groups. Greentree is proud to let you know that we have an exciting GATE program which provides many opportunities for depth and complexity within the upper grade curriculum.

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APRIL, 2008

CALENDAR FOR 2007-2008



- April 29 ***Honors Vocal and Instrumental Concerts***
 7:00 pm – Calvary Church, Santa Ana
- May 3 ***SAT and subject tests – register by April 1, 2008***
- June 7 ***SAT and subject tests – register by May 6, 2008***
- June 30 – July 25 **Summer School – Grades K-8**

All Dates Are Not Confirmed and Subject to Change.