Meeting the needs of gifted primary readers

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Abstract
Today's classrooms consist of students with a diverse range of social, emotional, and academic abilities. There are young children who enter school already knowing how to read or who learn quickly after they begin their education. Current literature seems to indicate that primary reading curricula in schools are not meeting these students' needs. This project was developed as one method to meet the needs of gifted primary readers.

The project consists of 10 books that were selected to challenge and address the intellectual, social, and emotional needs of gifted primary readers. For each book a series of discussion questions and related activities have been developed that are based upon the hierarchical levels of Bloom's Cognitive Domain (1956) and Krathwohl's Affective Domain (1964). The questions and activities also aim at the application of Halsted's (1994) identified social and emotional issues of primary gifted readers such as aloneness, creativity, the drive to understand, moral concerns, relationships with others, and perfectionism.

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MEETING THE NEEDS OF GIFTED PRIMARY READERS

A Graduate Project

Submitted to the

Division of Education of the Gifted
Department of Curriculum and Instruction

in Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

UNIVERSITY OF NORTHERN IOWA

by

Lori K. DeBoer

Summer, 2002
This Project by: Lori K. DeBoer
Titled: Meeting the Needs of Primary Gifted Readers

has been approved as meeting the research requirement for the Degree of Master of Arts in Education.

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Abstract

Today’s classrooms consist of students with a diverse range of social, emotional, and academic abilities. There are young children who enter school already knowing how to read or who learn quickly after they begin their education. Current literature seems to indicate that primary reading curricula in schools are not meeting these students’ needs. This project was developed as one method to meet the needs of gifted primary readers. The project consists of 10 books that were selected to challenge and address the intellectual, social, and emotional needs of gifted primary readers. For each book a series of discussion questions and related activities have been developed that are based upon the hierarchical levels of Bloom’s Cognitive Domain (1956) and Krathwohl’s Affective Domain (1964). The questions and activities also aim at the application of Halsted’s (1994) identified social and emotional issues of primary gifted readers such as aloneness, creativity, the drive to understand, moral concerns, relationships with others, and perfectionism.
Table of Contents

Introduction 1
Rationale 2
Statement of Purpose 3
Definition of Terms 4
Methodology 5
Review of Literature 10
  Characteristics and Needs of Primary Gifted Readers 11
  Meeting the Needs of the Primary Gifted Reader 13
  Some Teaching Strategies 17
  Relating to Social and Emotional Issues Through Books 20
Project Description 24
Conclusions and Recommendations 27
References 29
Appendix 33
This project was inspired by a kindergarten student who was recommended for the talented and gifted program by his kindergarten teacher during the fall of 2001. Tanner was already reading when he entered school and was always asking the teacher, "When do we get to start reading?" The kindergarten curriculum in the school district, as in many others, is based on the Letter People (1998) in which the major objectives are to learn the letters of the alphabet, the letter sounds, and basic sight words. Tanner’s teacher and I soon realized that he had already mastered those concepts.

The teacher and I also realized that he could read aloud very well and had excellent decoding skills. However, we were concerned about his comprehension. To discover Tanner’s level of reading ability, I administered the Gates-MacGinitie Reading Test, Third Edition (1989), on September 14, 2001. This test is not given to kindergartners in our district but is administered when students are in the first grade. Test results showed that he was reading at the second grade level in both vocabulary and comprehension.

In February of 2002, I again administered the Gates-MacGinitie Reading Test to Tanner. This time I used the test that is given to second graders. This instrument
included short paragraphs that I felt were more suited for him than the first grade test. Test results concluded that he was now reading at almost the third grade level. This reinforced my feelings, as well of those of the kindergarten teacher, that he was going to need a special approach to reading that would meet his needs and continue his love for reading. We also began to wonder how many other children might reflect similar needs. Thus this project was created.

Rationale

The rationale for this project arose from a concern that the needs of the primary gifted reader were not being met in the general education classroom in the school district where I am employed as the talented and gifted coordinator. This was evident in the case of the kindergarten student that inspired this project. The school district is a rural district with limited funds. The class sizes are large, and the students represent a wide range of abilities and behaviors. It is not uncommon for the young gifted student to be overlooked when there are so many other students that demand more attention because of behaviors or lower abilities. Teachers also are driven to the standards and benchmarks, and there is not
much opportunity for them to focus on the needs of one or two students that may need differentiated instruction to meet their needs.

I felt that there was a need for the gifted primary readers in my school district to have the opportunity to be challenged with literature to which they would not be exposed in the regular reading curriculum. The literature selected also would provide a challenge and help to evoke discussion about issues, concerns, and feelings that they might now be experiencing or will experience as they grow older.

Statement of Purpose

As the talented and gifted coordinator in a rural school district, I have been concerned that the needs of the primary gifted reader have been overlooked. The reading curriculum of the kindergarten and first grade classrooms have not been meeting the needs of those students that are coming to school already knowing how to read and those students who learn quickly after instruction. Many of these students are reading two or more levels above grade level, and the material that is in the regular reading curriculum is below their current reading abilities.
The purpose of this project was: (a) to select a sample of literary works to which gifted primary readers would not be exposed in the general education classroom and (b) to develop for each of these works suggested discussion questions, activities, and assessment indicators that will challenge cognitive skills and meet the affective needs and concerns of the young gifted. The resulting instructional materials will serve as a model approach to meeting the special needs of this special group of children.

Definitions

For purposes of this project, the following terms are defined:

**Primary students.** Young children in kindergarten or first grade.

**Differentiation.** Modification of the curriculum to accommodate the unique abilities and needs of individual students (Tomlinson, 1995).

**Enrichment.** Learning activities providing depth and breadth to regular teaching according to the child's abilities and needs. This may include independent projects, mentors, learning centers, and extension activities (Vosslamber, 2002).
Acceleration. Children are exposed to new content at an earlier age than other children or when they cover the same content in less time. This may include starting school early, skipping a class, or compressing the curriculum (Vosslamber, 2002).

Methodology

I began my project by examining research related to primary gifted readers. I found that there was limited research pertaining to just primary gifted readers, so I broadened my search to gifted readers. Those sources revealed that most of the research for gifted readers had been completed in the last twenty years, so I did not feel that I needed to limit myself to a specific time period. I discovered that the research was relatively consistent through the years. Also, in the majority of examined research concerning gifted readers, primary gifted readers were specifically mentioned.

I found several references to gifted readers in the textbooks that I have used in gifted education courses. In addition, I found numerous journal articles through completing an ERIC search and subsequently locating those articles in the University of Northern Iowa Rod Library. As another source, I turned to the Internet and located
through the Yahoo search engine a few articles that were also informational.

The school district where I teach is not favorable to acceleration. Therefore, I designed my project to be one that would be an enrichment opportunity for the primary gifted readers in the general education classroom. During the research process, I found two books relating to reading enrichment that were mentioned frequently in the literature. The first, *Books for the Gifted Child* (1988) by Paula Hauser and Gail A. Nelson, I located through Grant Wood AEA. The second book, *Some of My Best Friends are Books: Guiding Gifted Readers from Pre-School to High School* (1994) by Judith Halsted, I purchased through the Barnes and Noble web site. These books were excellent resources, not only for selecting the books for this project, but also for providing information about the characteristics and needs of gifted readers from pre-school to high school.

When selecting the specific books to be used for this project, I particularly liked the titles mentioned in Halsted's book. Her selections addressed the emotional needs of gifted students; and these needs, I felt, should be an important component in selecting the books for this project. Interestingly, several of the books that were
recommended by Halsted also were recommended in the Hauser and Nelson book.

Halsted (1994) included in her book 67 children's books that she recommended for primary gifted students. I went on-line to the Barnes and Noble web site and began the search for these titles. I found that about half of the books were not available for purchase, and some others were quite expensive. Also, because of limited budget, the expense factor limited what books I would be able to include in this project. I decided that 10 books would provide an adequate opportunity to develop a series of model activities to which could be added additional titles over time.

I especially wanted to include books that addressed some of the concerns of gifted students: aloneness, creativity, development of imagination, differentness, drive to understand, identity, intensity, introversion, moral concerns, perfectionism, relationships with others, sensitivity, and use of ability (Halsted, 1994). I felt that it was most important to include these issues in my project so that my students could have an opportunity to discuss some of the feelings that are inherent in those issues.
In addition, I selected books based on a variety of topics, settings, and length of book so that there would be a variety of choices for the students. I also included a wordless picture book. Such books allow gifted students to respond to their potential levels, and they also focus attention on the act of interpretation and pose literacy as an act of composition (Richey & Tuten-Puckett, 1993). I felt that primary students needed to be exposed to this type of literature and have the opportunity to discuss what was happening in the book, as well as the feelings that were being portrayed.

When selecting the books and formulating the discussion questions and activities for each, I gave special thought to the students who would be using them. I also kept in mind that they were five and six years old, so I wanted to include activities that they would not only enjoy but would remember.

Since these books were selected for primary gifted readers, I decided that the questions and activities should attempt to use the different levels of Bloom’s Taxonomy of the Cognitive Domain (1956) and Krathwohl’s Taxonomy of the Affective Domain (1964). Three reasons supported my decision to incorporate these taxonomies into my project. First of all, they are two of the major taxonomies that
research in gifted education suggest for use in the
talented and gifted classroom. Second, both are generic in
that they apply to any academic subject area and level of
instruction from kindergarten through adult education
(Maker, 1982). Finally, both taxonomies use similar
organizational formats, and they also compliment each
other. Maker (1982) concluded that there is a cognitive
component to every affective objective and an affective
component to every cognitive objective.

Bloom's Taxonomy of the Cognitive Domain (1956)
consists of six hierarchical levels: knowledge,
comprehension, application, analysis, synthesis, and
evaluation (See Appendix). Since the first three of
Bloom's cognitive domains are likely to be addressed in the
general discussion of each book, I attempted to design the
activities that could use the higher domains of analysis,
synthesis, and evaluation. It was hoped that this approach
would result in challenging the young gifted student to use
higher order thinking skills.

Krathwohl's Taxonomy of the Affective Domain (1964)
consists of five hierarchical levels: receiving,
responding, valuing, organization, and characterization by
a value complex (See Appendix). I decided that the
receiving, responding, and valuing domains of Krathwohl's
Taxonomy would be most appropriate when formulating the questions for kindergarten and first graders. I felt that the domains of organization and characterization by a value complex were highly complex concepts to be understood by primary students. Rather, these two domains tend to develop as they grow older.

Review of Literature

Primary gifted readers are children, who, upon entering first grade, are reading substantially above grade level or who possess the ability to make rapid progress in reading when given proper instruction (Bonds & Bonds, 1983). They are also defined as children who are reading approximately two or more years above grade level on a standardized test (Adams & Dole, 1983).

By the time that a child of average ability is in kindergarten, he or she is able to express self verbally but is rarely fluent in demonstrating either writing or reading skills. The average kindergartner can usually print his or her first name, but it will be a full year before he or she can encode or decode a full conventionally written sentence (Bailey, 1996). This is not the case with a gifted kindergarten child.
Catron and Wigenbach (1986) found that a gifted reader in the primary grades can process print fluently, using cues within the text and within self. They stated that he or she goes beyond just learning to read: he or she reads to learn. Their research also concluded that the gifted primary reader employs specific comprehension skills such as anticipation of meaning based on visual cues, organizational patterns of test, and syntax.

With these ideas in mind, my review of the literature was designed to emphasize the characteristics of primary gifted readers and strategies for meeting the needs of primary gifted readers.

**Characteristics and Needs of Primary Gifted Readers**

There are many characteristics that children possess if they are gifted primary readers. They will have large vocabularies, and they will read fluently and widely. They have good recall for material that they have read. Gifted readers are often curious and have a long attention span (Smith, 1991). According to Durkin (1966), they are usually able to comprehend material that is well beyond that of average students of their age level. Their reading abilities develop naturally, without formal instruction, in
home environments where literacy is valued and language usage is encouraged.

Gifted readers will often choose reading as an activity (Burgers, Busick, & Cohen, 1990). They consider books as their friends; and if the opportunity for reading is not there for them, it is like not having a good friend around (Halsted, 1994). VanTassel-Baska (1994) believed that gifted children's major contact with the world of ideas is often through books. Books, she stated, stimulate thought and provide the knowledge base required for creative thinking and problem solving.

Gifted readers are so advanced that they have little to gain from the reading materials and activities normally given to others of their age and grade. According to Levande (1999), they require far less drill and practice than their peers. They may process new information far more quickly than most children. In another study by Meckstroth, Smutny, and Walker (1997), the researchers concluded that the child may become bored as he or she waits out the time that other classmates need to master information and skills. The child also may become frustrated and react by becoming the class clown, challenging authority, or developing other undesirable classroom behaviors. Meckstroth, Smutny, and Walker (1997)
revealed that this is also frustrating for the teacher, who
may not understand that, if the gifted child was to be
given material that is more at his or her level and is
challenging, then the behaviors will more than likely
cease.

Meeting the Needs of Primary Gifted Readers

Carr (1984) stated that one of the most difficult and
demanding tasks that kindergarten or first grade teachers
will face is adjusting to the individual differences of the
students in their classrooms. The differences can range
from a student who is reading several grades above grade
level to a student who cannot recognize his or her own name
in print. She further mentioned that most primary teachers
often overlook the needs of the gifted readers in their
classrooms. They fail to recognize that the gifted child’s
special learning characteristics require a different
instructional approach and different content. Thus, she
said, many teachers will hold these students back by
placing them in the top reading group and requiring them to
complete all of the basic materials “so they won’t miss any
skills,” even though tests show that their reading level is
several years advanced. Dooley (1993) pointed out that a
common practice among primary teachers is placing a gifted
reader in the top reading group. She did not believe that this will meet the needs of that child since his or her cognitive skills are superior to other students in the top group. She further declared that ability grouping offers no academic advantage for any student.

According to Catron and Wigenbach (1986), primary teachers seem to be guided in their teaching reading to the gifted by two fears. One of those fears is that students will not develop the necessary skills for decoding unfamiliar words in the years to come. However, one would assume, that if the student has the ability to decode at this level, then those skills will most likely continue as the student gets older. Catron and Wigenbach concluded that this fear is common because the teacher is many times dependent on what the reading text deems to be important skills. These skills, they said, are usually reviewed and practiced for several years. However, they were convinced that the gifted reader does not need the drill and practice that other students may need.

Catron and Wigenbach's (1986) studies listed as the second fear of teachers the fact that they may be faced with the fear of using materials that may be part of another teacher's plans in a succeeding year. If they are to advance a student to the next level, they are often
fearful of what next year's teacher may say. Catron and Wigenbach argue that teachers must realize that a gifted child's reading program must accommodate the advanced reading skills and interests and that going to the next level may be an option for a particular child.

Jackson and Klein (1997) pointed out that extensive studies of precocious readers' skill patterns have revealed that these children typically have developed a solid repertoire of skills at least by the time they have finished kindergarten and can comprehend text at or beyond the second grade level. They indicated that teachers should not worry that they have not learned to read "the right way." Indeed, after a few years of reading, gifted five or six year old readers typically have well developed word identification skills that draw on both knowledge of letter sound correspondences and an ability to recognize words directly by sight.

Breznitz and Share (1992) concluded that gifted primary readers tend not only to read accurately, but also that there is a tendency for them to read text very rapidly. Their research showed that children who read through a passage very quickly are likely to find it easier to comprehend. They also found that these children still have the beginning of a sentence in mind by the time they
reach the end. The development of the skill, they decided, makes it easier to link up and make sense of the whole.

Gross (1999) concluded that young gifted readers entering school will sometimes face negativity. Some teachers, she indicated, will tend to assume that a child who enters school already knowing how to read must have been taught by his or her parents, and many teachers resent this. Thus, instead of focusing on the quality of the reading by the child, the teacher will become more concerned with the parent involvement. Gross stated that comments such as, "There's no point in pushing her like that; the others will catch up eventually" and "Let him be a child; he'll have to grow up soon enough" are common among teachers who do not understand the abilities of the gifted reader. It is interesting to note, that Davis and Rimm (1998) concluded that, whether a child learns to read early by being taught by a parent or learns spontaneously, what is most dramatic is the ease and the swiftness with which they learn.

Reis and Renzulli (1989) concluded that the frustration faced by a precocious reader entering kindergarten or first grade may be impossible for some adults to understand. When a six-year old who loves to read and is accustomed to reading several books a day
encounters the typical basal reading system, the beginning of the end of a love affair with reading may result.

The review of literature seems to indicate that it is essential that teachers recognize the characteristics of the primary gifted readers in their classrooms. These young children need a differentiated approach to their reading needs in order for them to continue to grow academically.

Some Teaching Strategies

According to the literature, there are some strategies that can be used specifically for the gifted primary reader. Strickland (1985) noted that the first responsibility of a teacher is to insure a stimulating room environment for all students. She also pointed to the importance of a classroom reading center equipped with picture books, picture story books, and easy readers. This, she stated, will not only be a benefit to the gifted reader, but to other students of all abilities. Strickland also felt that the literature collection should be both broad and varied. Children's magazines and reference materials should also be included. Gifted children, she cautioned, are especially curious during the early years
and require many resources for the answers for their constant questions.

There are two ways that gifted primary readers' needs can be addressed in the classroom: through enrichment or through acceleration (Vosslander, 2002). Both strategies have advantages and disadvantages. According to Vosslander, an advantage of enrichment is that it avoids problems associated with labeling. She pointed out that gifted primary readers can remain in the classroom and still have their needs met. However, a disadvantage may be that the enrichment activities could be looked at as busy work. With acceleration, an advantage is that there is a greater academic achievement for those gifted children that are accelerated. Disadvantages of acceleration include that younger students may feel uncomfortable in a class with older students. The literature could also be inappropriate for their emotional and social levels. Vosslander concluded that enrichment and acceleration can complement each other. Combining both approaches will enable gifted readers to pursue their interests in reading, avoid boredom, and develop higher thinking skills.

The book discussion, which can be done with a small group of gifted readers, is another teaching strategy.
VanTassel-Baska (1994) suggests the following types of questions for primary level group discussions:

1. What happens in your book? Can you number the events? (sequencing)
2. Who is the most important person in the book? Why? Who is your favorite person in the book? (character development)
3. What new things did you learn from reading this book that you didn't know before? (concept formation)
4. What were your favorite words or sentences in the book? Why? (language awareness)
5. Good books make us feel as well as understand a story. What feelings did you have as you read the book? (identification)
6. How good was this book compared to others that you have read? (evaluation) How would you rate it in respect to: (a) interesting story; (b) characters that you liked; (c) good ideas; (d) where it occurred was interesting; and (e) new things to think about. (p. 132)

VanTassel-Baska also pointed out that gifted primary readers should be encouraged to read independently and to think about their books through the way that the small group discussions are conducted.
Relating to Social and Emotional Issues Through Books

Halsted (1990) has indicated that educators and parents have become more aware of the need to nurture the social and emotional development of gifted children in addition to meeting their intellectual needs. She was convinced that gifted children face the same challenges that everyone else does as they grow up, but that being gifted can make it more difficult. She further stated that gifted children may experience isolation or feelings of being different from others. They may have difficulty in their relationships with others and are more sensitive in their feelings.

Halsted (1994) presented several issues, concerns, and emotions with which gifted children may be associated. One issue is that all children must establish their own identities. The gifted child must recognize and accept that he or she has an identity that is different from the norm and may not always be one that is popular or acceptable to peers or family.

Halsted (1994) further stated that all children must learn to be alone at times and that the gifted child may need more time alone than other children. She concluded that the gifted child may have to learn to cope with mixed feelings about their need for time alone. She was
convinced that they are aware that they also need time with other people and that they are uncertain as to how they can balance these needs with the expectations of others.

Halsted (1994) concluded that all children must learn to get along with others, and that the gifted child may find just a few good friends whom he or she needs to learn to value and respect others, even when he or she may be rejected. Many times, rejection can result from the unusual intensity of the gifted child. Halsted further argued that gifted children are also more sensitive to the comments and actions of others. This sensitivity also makes them more aware of moral concerns in the world. Another characteristic that gifted students possess, according to Halsted, is that of perfectionism; and gifted children must realize that failure is not disastrous. Creativity, using ability, and developing imagination are also important for a gifted child. Halsted felt that all of these concerns, and others, can be addressed through literature.

In the book, *Some of My Best Friends are Books: Guiding Gifted Readers from Pre-School to High School* (Halsted, 1994), several categories are listed based on the characteristics of intellectually and artistically talented children and the issues that they face. Because they are
related to the emotional and intellectual development of gifted children, these characteristics and issues mark ways in which books and discussions can be most useful.

Halsted (1994) presented the following categories for the books for primary gifted readers:

Aloneness: These are books that can help young students explore feelings of isolation and offer them opportunities to assure them that their need to be alone can be both productive and necessary.

Creativity: These are books that include characters whose creative impulses set them apart.

Developing imagination: These are books that will stimulate thinking, observing, and keeping the students in touch with the joy and power of using their imaginations.

Differentness: These are books with characters that are different because of characteristics like ability, insight, and sensitivity.

Drive to understand: These are books that will challenge students intellectually and present them with ideas they may not otherwise encounter. These books can satisfy and heighten the students’ curiosities.

Identity: These books can help gifted children work toward strong self-concepts and accept talents as a positive thing.
Intensity: These books have characters that who are unusually focused on an interest, ability, or cause with a single-mindedness not shared by most children their age.

Introversion: These books have characters that prefer to spend most of their time alone and who use that time creatively.

Moral concerns: These books involve personal or community issues that require difficult decisions.

Perfectionism: These books give examples of what happens when a character puts too much emphasis on a perfect product.

Relationships with others: These books address interdependence, empathy, respect for others with different or lesser abilities, and some books will promote an understanding of friendships and how they are developed.

Sensitivity: These books involve characters who are intensely aware, easily hurt themselves, or unusually alert to the hurts of others.

Using ability: These books raise questions about decision-making, the responsibility gifted people have for their own talents, and the rewards that can follow the best use of those talents. (pp. 208-209)

It seemed to me that the stated categories effectively addressed the concerns of young gifted children and some of
the issues that they may experience. Therefore, I made the decision to use the Halsted (1994) categories for purposes of book selection in this project.

One of the stated purposes of this project was to create an opportunity for gifted primary readers to experience literature to which they would not otherwise be exposed in the general education classroom. During the process of literature review, I concluded that it was essential that the issues and concerns of young gifted students should be addressed in the books that were selected for this project.

The Project

The project is organized so that the selected books can be easily located in a binder. The book titles are listed alphabetically by the author in a table of contents. This will make it easier to add books to the project each year. For purposes of easy reference, the Halsted categories are also listed in the table of contents so that, if a particular issue is chosen to be addressed, the book can be located easily. The appendix of this paper contains the instructional sheets that are located in front of each of the 10 books in the binder. The books, which
are located in the binder in zip-loc bags, are not included in the Appendix.

The instructional sheets for each book include:
(a) the title of the book; (b) the interest level of the book; (c) Halsted's categories inherent in the book; (d) a brief summary of the book; (e) possible applications to Halsted's categories; (f) suggested discussion questions before, during, and after reading; (g) suggested activities and (h) some assessment indicators based upon completion of discussion questions and suggested activities. The headings for each are in bold print.

The interest levels of the books were those suggested on the Barnes and Noble web site. It should be noted that this is the interest level of the book, not the reading level. For the purposes of this project, primary gifted students will be reading the books themselves, not having the book read to them as the interest level can indicate.

The cognitive and affective domains for questions and activities are identified in parenthesis. VanTassel-Baska's suggested questions for primary gifted readers, which is discussed in the review of literature, is noted for additional discussion with each book. These questions are also listed in the Appendix.
The teacher can select a book depending upon the existing learning context. The teacher may feel that a particular category needs to be addressed; and, therefore, he or she can select the book based on his or her observations. For example, a student may have problems with perfectionism. As a result of observing this trait, the teacher selects the book, *Daniel's Duck*, for reading. A discussion about the feelings of the character pertaining to perfectionism can evolve, along with application to the student's exhibition of the attribute.

On the other hand, there may be a particular subject in which the student is interested, and one of the books can be selected to enrich the student in that area. For example, if a primary student has an interest in music, then the book, *Ben's Trumpet*, could be used not only as a book to address the student's interest in music, but also as an opportunity to discuss the issues of differentness, creativity, and identity.

The questions and activities can be used for an individual student or a group of primary gifted readers. It should also be noted that, as these models are used with students, additional questions and activities may be created and used.
Conclusions and Recommendations

In retrospect, I have come to believe that I have developed a means by which the kindergarten and first grade gifted readers in my school district and others can meet their special reading needs. Using this approach, they will be presented with the opportunity to read books that will both challenge them and provide them with opportunities to explore the traits of giftedness. From my own experiences and from my observations in the classroom, primary students generally do not get the chance to have discussions about what they read in the general education classroom. Therefore, the discussion of the books and what they are about are major objectives of this project. In addition, by incorporating both Bloom’s Taxonomy of the Cognitive Domain and Krathwohl’s Taxonomy of the Affective Domain, primary gifted readers will be challenged with the discussion questions and activities that require higher level thinking skills.

As a result of the research completed for this project, I have concluded that it is imperative that general education classroom teachers become aware of the needs of primary gifted readers in their classrooms. Such an awareness can be developed by teachers through active
participation in the following recommended best practices to meet the needs of primary gifted readers:

1. The provision of inservice opportunities for primary teachers.
2. The early identification of gifted primary readers so that the teacher is better able to maintain and build student interest.
3. The development of a variety of curriculum models that will meet the specific needs of these special students.
4. The work of Halsted, in addressing the emotional and social needs of the primary gifted reader through literature, needs to be examined more closely as an appropriate approach to reading for the gifted.

This is only the beginning of this project. It will never be completed. There are so many books that offer primary gifted readers a chance to explore and experience issues and concerns that are not addressed in the kindergarten or first grade classrooms. I will continue to add books to the project every year, and I hope that I shall have created an opportunity for these young readers to continue and enhance their love for reading.
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Appendix
Meeting the Needs of Gifted Primary Readers: A Model

By
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2002
Meeting the Needs of Gifted Primary Readers: A Model

Purpose and Approach

Today's classrooms consist of students with a diverse range of social, emotional, and academic abilities. There are young children who enter school already knowing how to read or who learn quickly after they begin their education. Current literature seems to indicate that primary reading curricula in schools are not meeting these students' needs. This project was developed as one method to meet the needs of gifted primary readers. The project consists of 10 books that were selected to challenge and address the intellectual, social, and emotional needs of gifted primary readers. For each book a series of discussion questions and related activities have been developed that are based upon the hierarchical levels of Bloom's Cognitive Domain (1956) and Krathwohl's Affective Domain (1964). The questions and activities also aim at the application of Halsted's (1994) identified social and emotional issues of primary gifted readers such as aloneness, creativity, the drive to understand, moral concerns, relationships with others, and perfectionism.

Organization

The model is organized so that the selected books can be easily located in a binder. The books, which are located in the binder in zip-loc bags, are not included in this appendix.

The 10 books selected reflect the suggested Halsted categories for primary gifted students. One or more of these categories are addressed in each book. These include: aloneness; creativity; developing imagination; differentness; drive to understand; identity; intensity; introversion; moral concerns; perfectionism; relationships with others; sensitivity; and using ability (See pp. 62-63).

The book titles are listed alphabetically by author in a table of contents. The books are organized in the binder in the same order. This will allow for additional books to be added easily every year. The applied Halsted categories for each book also are listed in the table of contents for
easy reference. In this way, if a particular issue is chosen to be addressed, the book can be located easily.

A suggested questions, activities, assessment indicators form is enclosed with each book. It includes:

1. Author, title, and publisher of book
2. Interest level of book
3. Halsted’s categories inherent in the book (See pp. 62-63)
4. Brief summary of the book
5. Possible applications to Halsted’s categories
6. Suggested questions for discussion before, during, and after reading. Questions are identified as to levels of the Bloom and/or Krathwohl taxonomies being applied (See pp. 64-65).

7. Suggested activities. The activities are identified as to levels of the Bloom and Krathwohl taxonomies being applied (See pp. 64-65).

8. Suggested assessment based on observed student behaviors.

9. A Teacher Resource section which includes: (a) a description of the Halsted’s categories (See pp. 62-63); (b) Bloom’s Taxonomy of the Cognitive Domain with suggested starter verbs to introduce questions and activities (See p. 64); (c) Krathwohl’s Taxonomy of the Affective Domain with suggested starter verbs to introduce questions and activities (See p. 65); (d) VanTassel-Baska’s suggested questions for use by young gifted children in small groups or individual discussion (See p. 66); and (e) a bibliography of all the project books (See p. 67).

**Some Suggestions for Use of This Model**

- A book can be used with a small group of students or with an individual student as an independent study project.
• Selection of books can be based upon student concerns that need to be addressed.

• Student interest in a topic should also be a major factor in considering the selection of a book for discussion and study.

• Individual books can be incorporated into units across content areas or can be used as a unit itself.

• The wording of listed questions is based upon the assumption that primary gifted readers have developed a larger vocabulary and therefore should be challenged to use that vocabulary. The teacher should feel free to adjust difficulty based upon student abilities.

• The questions and activities listed for each book are suggestions for the teacher. New questions and activities may be developed and added as the book is used by different small groups and individuals.

• In planning, the teacher should be aware that the cognitive and affective domains overlap. That is, many questions and activities involve the application of both domains.

• Teachers should feel free to add additional suggested learning indicators.

• Since this project consists of the use of 10 books of the 67 that were recommended by Halsted, there are excellent opportunities to develop questions and learning activities for additional books on an annual basis. For example, the teacher could set a goal of making five or six additions each year. I believe that a poetry book and an additional worldless picture book should be given high priority. The teacher might also consider adding some of the books that are recommended by Hauser and Nelson (1998).

• Using the basic organization of the model, the approach could be expanded beyond the primary level to elementary, middle school and senior high school.
Suggestions for Model Evaluation

The use of this particular model calls for both formative and summative evaluation to demonstrate its viability and effectiveness. Some suggested procedures are listed here.

- Study questions and suggested activities could be evaluated through teacher observations and student reactions. Such formative evaluation procedures can result in the enrichment of an activity, the addition of new questions and activities, or perhaps the deletion of a question or activity.

- Evaluation of student effectiveness could be accomplished through the use of interest surveys or interviews at specified times.

- Teacher and parent perceptions of the approach could be ascertained through the use of prepared surveys and interviews.

- The development of book portfolios in which students keep an on-going record of books read and discussed from the viewpoint of knowledge and social/emotional growth (i.e., work samples) could provide a means of program evaluation.

- Examination of basic skills test scores in reading from viewpoint of growth in reading comprehension might be of some value in the evaluation process.

- Use, when possible, the observations of teachers, counselors, parents, student peers, and the student him/herself to determine impact of the model on affective growth.

- The information obtained from formative evaluations should be compiled every three years to find out the over-all successes and failures of the model. Information gained will determine need for change and viability of continuance of the approach. At the end of the first three years at my school, for example, the model will be presented to the Talented and Gifted Committee as a program to be included in the talented and gifted program.
• As means of long term evaluation, it might be interesting to prepare a survey to be given to graduating high school seniors who were a part of this model to see if there has been any long term impact on their intellectual, social, and emotional growth.
# Project Books Applied to Halsted Categories

## Table of Contents

<table>
<thead>
<tr>
<th>Title and Author</th>
<th>Halsted Categories</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ida and the Wool Smugglers</strong></td>
<td>Identity</td>
<td>41</td>
</tr>
<tr>
<td>Sue Alderson &amp; Ann Blades</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tye May and the Magic Brush</strong></td>
<td>Using Ability</td>
<td>43</td>
</tr>
<tr>
<td>Molly Garrett Bang</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Daniel's Duck</strong></td>
<td>Creativity</td>
<td>45</td>
</tr>
<tr>
<td>Clyde Robert Bulla</td>
<td>Differentness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intensity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perfectionism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sensitivity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using Ability</td>
<td></td>
</tr>
<tr>
<td><strong>What Happened to Patrick's Dinosaurs?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carol Carrick</td>
<td>Creativity</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Developing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Imagination</td>
<td></td>
</tr>
<tr>
<td><strong>Ben's Trumpet</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rachel Isadora</td>
<td>Creativity</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Differentness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intensity</td>
<td></td>
</tr>
<tr>
<td><strong>Josie Smith at the Seaside</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magdalen Nabb</td>
<td>Drive to</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Understand</td>
<td></td>
</tr>
<tr>
<td><strong>The Boston Coffee Party</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doreen Rappaport</td>
<td>Drive to</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Understand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moral Concerns</td>
<td></td>
</tr>
<tr>
<td><strong>Alexander and the Terrible, Horrible No Good, Very Bad Day</strong></td>
<td>Relationships with Others</td>
<td>55</td>
</tr>
<tr>
<td>Judith Viorst</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rosie and Michael</strong></td>
<td></td>
<td>57</td>
</tr>
<tr>
<td>Judith Viorst</td>
<td>Relationships with Others</td>
<td></td>
</tr>
<tr>
<td><strong>The Silver Pony: A Story in Pictures</strong></td>
<td>Aloneness</td>
<td>59</td>
</tr>
<tr>
<td>Lynd Ward</td>
<td>Creativity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introversion</td>
<td></td>
</tr>
</tbody>
</table>
SUGGESTED QUESTIONS, ACTIVITIES, ASSESSMENT INDICATORS FOR:

**IDA AND THE WOOL SMUGGLERS**

**AUTHOR, TITLE, PUBLISHER:**

**INTEREST LEVEL:** K-3
**HALSTED CATEGORY:** Identity

**SUMMARY:** Ida and her family are settlers on an island off the west coast of Canada, raising sheep and farming. She is always being told that she is too young to help with the sheep run. One day Ida's mother asks her to take some bread to the Springman's. She sets off through the meadow so that she can see her pet ewe and twin lambs on the way. When she hears whistling, she knows that it's the smugglers who will try to steal the sheep. She runs the sheep and ewe to safety and proves to her family that she is old enough for more responsibilities.

**POSSIBLE APPLICATIONS TO HALSTED CATEGORY:** Young readers can discuss the responsibilities that they have in their own family as related to those of Ida's. Discussion can also arise concerning the aspect of the bravery that is shown by Ida in the story.

**SUGGESTED QUESTIONS FOR DISCUSSION BEFORE, DURING, AND AFTER READING:**
- There are many things at the beginning of the story that Ida wanted to do but was told that she couldn't because she was too young. What things are you now allowed to do but were not always allowed to do? Why do you feel that your parents would not allow you to do those things? Why were you eventually allowed to do them? What change occurred in you that caused others to change their minds? (Cognitive: Analysis; Affective: Receiving, Responding)
- In what ways did Ida's family and the neighbors help out each other? In what ways do your family and neighbors help out each other? How do members of your family feel when they can help out others? (Cognitive: Knowledge; Affective: Receiving)
- What does it mean to be brave? When do people need to be brave? Can a person be both frightened and brave at the same time? When was there a time that you had to be
brave? How did it make you feel when you had to be brave? (Affective: Receiving, Responding)

- Ida was very proud at the end of the story when she was told that she was old enough to hold the Springman baby. What are you old enough to do that makes you feel as proud as Ida was? Why do you feel that way? (Affective: Receiving, Responding)

(Note: VanTassel-Baska’s suggested questions may also be used)

SUGGESTED ACTIVITIES:

- Survey your classmates on the chores that they have at home. Create a graph based on the results. (Cognitive: Analysis, Synthesis)

- In the story, Ida had to think of a way to get the sheep to start running. Pretend that you are Ida. What might you have said or done to get the sheep to start running? Present your ideas in a skit. (Cognitive: Synthesis)

- Create a puppet show with the theme of bravery. Who will your characters be? What will happen in your story to show bravery? (Cognitive: Synthesis)

ASSESSMENT (LEARNING INDICATORS):

If the suggested discussion questions and activities fulfill their purposes, the primary gifted reader:

- will demonstrate an increased awareness of his or her role in his or her family and how that role might change as he or she grows older.

- will demonstrate a new awareness that bravery can be shown in different ways.
SUGGESTED QUESTIONS, ACTIVITIES, ASSESSMENT INDICATORS FOR:

TYE MAY AND THE MAGIC BRUSH

AUTHOR, TITLE, PUBLISHER:

INTEREST LEVEL: Grades K-3
HALSTED CATEGORY: Using Ability

SUMMARY: Tye May is a poor orphan who longs to paint. One night a woman appears in her dream and gives her a magic brush. Tye May paints things that come to life. She uses it to help the poor: but then a greedy landlord and, later, an Emperor find out about the magic brush and want Tye May to paint for them. She pretends to cooperate with them, but their greed causes disaster for both the Emperor and landlord. After that, no one knows what happened to Tye May.

POSSIBLE APPLICATIONS TO HALSTED CATEGORY: This is a story about the wise use of gifts and the responsibility that it entails. Discussion can arise from the aspect of the responsibility that a person possesses when given a special gift and what the consequences can be if that gift is not used in the proper way.

SUGGESTED QUESTIONS FOR DISCUSSION BEFORE, DURING, AND AFTER READING:
- Why does the brush work well for Tye May and cause so much trouble for the Emperor? (Cognitive: Comprehension, Application)
- What is meant by the phrase, “the wise use of gifts”? What does the woman mean when she tells Tye May to “use it carefully”? Do you feel that Tye May used it carefully? (Cognitive: Comprehension; Affective: Responding)
- What might happen to a person who suddenly could have anything he/she wished? Do you feel that he or she would choose to help others or be selfish? What would you do? (Cognitive: Analysis; Affective: Receiving, Responding)
- No one knows for certain what became of Tye May. What conclusions, based upon your feelings, can you explain what might have become of her? (Cognitive: Evaluation; Affective: Responding)
SUGGESTED ACTIVITIES:

- The magic paintbrush was very powerful, and the person who used it had a lot of responsibility. Imagine that you have been given the magic paintbrush. Create a picture of what you would draw with it? (Cognitive: Application, Synthesis)

- Pretend that you have a special gift to give. What would it be? What could it do? Present a skit that tells the class about your special gift. (Cognitive: Synthesis)

- Some character traits that could describe Tye May are: determined, kind, thoughtful, stubborn, clever, and cautious. Choose one trait that you feel best described Tye May. Imagine that you are talking to Tye May on the phone. Tell her why you think that the trait that you have chosen describes her the best. (Cognitive: Synthesis, Evaluation)

ASSESSMENT (LEARNING INDICATORS):

If the suggested discussion questions and activities fulfill their purposes, the primary gifted reader:

- will demonstrate a new awareness that a person's special gift involves great responsibility.
- will demonstrate an increased awareness that when a person has a special gift, it should be used for the right reasons.
SUGGESTED QUESTIONS, ACTIVITIES, ASSESSMENT INDICATORS FOR:

DANIEL'S DUCK

AUTHOR, TITLE, PUBLISHER:

INTEREST LEVEL: Grades 2-4
HALSTED CATEGORIES: Creativity, Differentness, Intensity, Perfectionism, Sensitivity, Using Ability

SUMMARY: Growing up in the Tennessee mountains, Daniel wants to learn how to carve like his brother, Jeff. Daniel's father gives him wood and a knife, and Daniel thinks for some time before he finally carves a duck looking backward. At the spring fair, people laugh at Daniel's duck. Daniel is hurt. He grabs his duck and runs to throw it into the river. However, he is stopped by an old man, a well known wood-carver, who lives in solitude in the woods. He explains to Daniel that the people were not laughing at his duck to make fun of it. Rather, they were laughing because the duck made them feel happy. That, he points out, is truly a gift.

POSSIBLE APPLICATIONS TO HALSTED CATEGORIES: Daniel's differentness and creativity are represented in his interest in carving the duck looking backward. Intensity is shown in Daniel's thought before carving the duck and perfectionism is present when he thinks that it's not good enough when people laugh at it. Sensitivity is portrayed when he thought that the laughter was derisive and felt hurt by that belief.

SUGGESTED QUESTIONS FOR DISCUSSION BEFORE, DURING, AND AFTER READING:
- In the story, Daniel wants to do wood carvings like his brother, Jeff. Jeff tells him that "It takes more than a good knife and some wood." What do you believe he meant by that? (Affective: Receiving)
- In the story, many people stopped to look closely at Henry Pettigrew's wood carving. Why do you think they were so quiet as they looked at it? Have you had any experiences like that? (Cognitive: Comprehension; Affective: Receiving)
- Is there always a "right way" to do something? Why do you feel that way? (Affective: Responding)
What do you think that the phrase "from the heart" means? Describe a time when you gave something to someone "from the heart." How did it make you feel? (Affective: Responding)

(Note: VanTassel-Baska's suggested questions may also be used)

**SUGGESTED ACTIVITIES:**

- Create a soap carving of an animal. Give it some unique feature as Daniel did to his duck in the story. (Cognitive: Synthesis)
- Compose a letter to Daniel telling him what you think about his duck. (Cognitive: Synthesis)
- Illustrate something that you have made or done for a friend. With a classmate, create a skit that shows the reactions of that friend. (Cognitive: Application, Synthesis)

**ASSESSMENT (LEARNING INDICATORS):**

If the suggested discussion questions and activities fulfill their purposes, the primary gifted reader:

- will demonstrate a new awareness that there is not always a "right" way to do something.
- will demonstrate an increased awareness that a person should appreciate the works of others, even if they do seem different.
- will recognize that they need not be afraid to be creative.
SUGGESTED QUESTIONS, ACTIVITIES, ASSESSMENT INDICATORS FOR:

WHAT HAPPENED TO PATRICK'S DINOSAURS?

AUTHOR, TITLE, PUBLISHER:
Carrick, C. (1986). What happened to Patrick's dinosaurs?
New York: Greenwillow Books.

INTEREST LEVEL:  K-3
HALSTED CATEGORIES:  Creativity, Developing Imagination, Using Ability

SUMMARY:  Patrick and his older brother are raking leaves one day when Patrick tells his story of how dinosaurs disappeared from the earth. He tells his brother that dinosaurs used to do everything for people, including building their houses. The dinosaurs wanted to teach people, but the people were only interested in lunch and recess; so they built a space ship and left. Soon people forgot about the dinosaurs and had to take care of themselves, but they didn't know how. According to Patrick's theory, the dinosaurs miss us.

POSSIBLE APPLICATIONS TO HALSTED CATEGORIES:  For young readers who probably know something of scientific theories about the dinosaurs' disappearance, this book is a counterpoint in fantasy. It is satisfying to make up a story to explain a mystery, and this can help children separate fact from fiction and see that each has its place. This book also raises questions about being appreciative of others' contributions and abilities.

SUGGESTED QUESTIONS FOR DISCUSSION BEFORE, DURING, AND AFTER READING:

- What do you think are some other thoughts and feelings that Patrick might have had concerning what the dinosaurs did for people? (Affective: Responding)
- What do you think of Patrick's ideas? Do you believe Patrick's idea of what happened to the dinosaurs? Do you know what really happened to the dinosaurs? (Cognitive: Application, Analysis)
- What was Hank's idea about what happened to the dinosaurs? Why do you think that Patrick did not believe Hank's idea? (Cognitive: Analysis; Affective: Responding)
- Describe the place where Patrick's dinosaurs might have gone. What are they doing there? How do the people
treat them in a place where they are appreciated?  
(Cognitive: Synthesis)  
  - Do you sometimes feel that people aren’t interested and don’t appreciate things that you do for them? Describe one of those times and how you respond to them. (Affective: Receiving, Responding)  
    - Can you develop some reasons to convince the dinosaurs to come back? (Cognitive: Synthesis)

(Note: VanTassell-Baska’s suggested questions may also be used)

**SUGGESTED ACTIVITIES:**

- Create a model of the place that Patrick’s dinosaurs might have gone. Make dinosaurs using pipe cleaners to add to the model. (Cognitive: Synthesis)

- Create your own dinosaur out of clay and give it characteristics of yourself, like eyeglasses. Name it after yourself. [Example: Vanessauris] (Cognitive: Synthesis)

- Think of the things that the dinosaurs did for people in the book. Which did you like best? Why? Create an award for the dinosaurs showing your appreciation. (Cognitive: Evaluation, Synthesis)

- Create dinosaur food with the following recipe: 1/4 cup dirt (cocoa); 1/2 cup swamp water (milk); 2 cups crushed bones (sugar); 1/2 cup fat (butter); 2 cups grass (uncooked oatmeal); and 1/2 cup squashed bugs (peanut butter). Mix dirt and swamp water; add crushed bones and fat; Heat to a boil in an electric skillet; add grass; remove from heat and add bugs; cool and place on waxed paper by teaspoonfuls. Compose an letter convincing the dinosaurs to come back to eat your treats. (Cognitive: Synthesis)

**ASSESSMENT (LEARNING INDICATORS):**

If the suggested questions and activities fulfill their purposes, the primary gifted reader:

- will demonstrate an increased awareness of contributions that people make and a knowledge that he or she should be appreciative of those contributions.

- will demonstrate imagination and creativity through participation in suggested activities.
SUGGESTED QUESTIONS, ACTIVITIES, ASSESSMENT INDICATORS FOR:

BEN'S TRUMPET

AUTHOR, TITLE, PUBLISHER:

INTEREST LEVEL: Grades 2-4
HALSTED CATEGORIES: Creativity, Differentness, Intensity

SUMMARY: Ben plays an imaginary trumpet as he listens to the musicians from the Zig Zag Jazz Club. He plays for his family and himself until some boys tease him for having no trumpet. Ben stops playing until the trumpeter from the Jazz Club notices that Ben is no longer playing his imaginary trumpet and invites him to the club where he teaches him to play a real trumpet.

POSSIBLE APPLICATION TO HALSTED CATEGORIES: Ben's intensity to be a musician sets him apart from the other children, especially when he lets his imagination take over. It should be pointed out to young readers that those who succeed in difficult fields, such as music, are often as dedicated as Ben.

SUGGESTED QUESTIONS FOR DISCUSSION BEFORE, DURING, AND AFTER READING:

- Why do you think that Ben pretended to play the trumpet? (Cognitive: Analysis; Affective: Responding)
- Compare and contrast Ben's feelings throughout the book. How does he feel in the beginning? In the middle? At the end? How does he change? (Cognitive: Analysis, Affective: Receiving)
- Do you know people like Ben who have interests so strong that they seem different? Do you feel that it's a bad thing? Why or why not? (Cognitive: Application; Affective: Responding)
- In the story, who gave Ben encouragement? Who discouraged him? Who do you believe had the greatest influence on Ben? (Cognitive: Knowledge, Comprehension; Affective: Valuing)
- What interests do you have that are different from your best friend? Is there an adult who encourages you to pursue that interest? If so, who is it? How does he or she make you feel about your interests? (Affective: Responding)
Looking back at the story, why do you think that Ben liked the trumpet? What makes you feel that way? What instrument would you have picked to play? (Cognitive: Analysis; Affective: Responding)

Do you believe that Ben still will be playing the trumpet when he gets older? Why do you feel that way? (Affective: Responding)

(Note: VanTassell-Baska's suggested questions may also be used)

SUGGESTED ACTIVITIES:
- Compare the similarities and the differences of the common and unusual orchestral and band instruments as pictured on the web site: http://members.aol.com/ssn14notes/ (Cognitive: Analysis)
- Create your own instrument. Use recyclable materials such as 2 liter bottles, tissue boxes, yogurt containers, masking tape, etc. (Cognitive: Synthesis)
- Visit the band room at school. Have the band instructor demonstrate the five instruments that were played by the musicians in the story and then try to play them. Rank the difficulty or ease of playing each instrument. (Cognitive: Analysis, Evaluation)
- Make a list of your interests and hobbies and then create a collage of your interests. Decide which interest is the most important and tell the class about it. (Cognitive: Synthesis, Evaluation; Affective: Valuing)

ASSESSMENT (LEARNING INDICATORS):
If the suggested questions and activities fulfill their purposes, then the primary gifted reader:
- will recognize how special each person is with his or her own individuality, just as each instrument is unique in its own way.
- will demonstrate an understanding that while a person's interests may set him or her apart from other people, he or she need not give up that interest.
SUGGESTED QUESTIONS, ACTIVITIES, ASSESSMENT INDICATORS FOR:

JOSIE SMITH AT THE SEASIDE

AUTHOR, TITLE, PUBLISHER:

INTEREST LEVEL: Grades 2-4
HALSTED CATEGORY: Drive to Understand

SUMMARY: Josie lives in England, and one day she goes to the beach with her mum and gran. She plays in the sand, eats a picnic lunch, swims in the ocean, discovers sea life, rides a donkey led by the donkey man, gets lost, and finds herself back with her mum and gran in time to go home.

POSSIBLE APPLICATION TO HALSTED CATEGORY: The use of English terms add interest to this book. The book illustrates some similarities and differences between the American and the English experiences of being at the beach. This will heighten the curiosity of young readers. Discussions of the ocean and ocean life also can be developed through the reading of this book.

SUGGESTED QUESTIONS FOR DISCUSSION BEFORE, DURING, AND AFTER READING:
- Have you ever been to the beach? What do people do at the beach? (If any students have not been to the beach, then a video about an American beach may have to be shown in order for the student to be able to compare the differences and similarities of two beach experiences). (Cognitive: Knowledge, Comprehension; Affective: Receiving)
- What English words did you find in the book? What do you think they mean? (Cognitive: Knowledge, Comprehension)
  - What did Josie find on the beach and in the ocean? What have you found on the beach or in the ocean? If you haven't been to the beach, what was found on the beach in the video? What other sea life can we find in the ocean? (Cognitive: Knowledge; Affective: Receiving)
  - Locate England on a map. At what sea or ocean beach do you think that Josie Smith may have been visiting? Explain and defend your reasoning. (Cognitive: Analysis, Evaluation)
SUGGESTED ACTIVITIES:

- Develop a chart of the similarities and differences between English and American experiences at the beach, according to your own experience or what you observed in the video. (Cognitive: Synthesis, Analysis)

- Select five English terms that are mentioned in the book. Create a glossary including the meaning and an illustration for each word. (Cognitive: Comprehension, Synthesis)

- Create a puppet show of one of Josie’s adventures at the beach. (Cognitive: Synthesis)

- Create your own beach using a Ziploc bag, sand, shaving cream, blue food coloring, small seashells, and small plastic sea animals. Pour enough sand to cover bottom of Ziploc bag; add seashells and sea animals; squirt some shaving cream into bag; add a few drops of food coloring; close bag and squeeze to mix the shaving cream and food coloring to make foamy waves. (Cognitive: Synthesis)

- Choose a sea creature that you would like to know more about and report to the class some interesting facts that you found. (Cognitive: Knowledge, Comprehension, Analysis)

ASSESSMENT (LEARNING INDICATORS):

If the suggested activities and discussion questions fulfill their purposes, the primary gifted reader:

- will be able to recognize and define English terms used in the story.

- will be able to analyze some of the differences and similarities between the English and American cultures.

- will demonstrate a new awareness of oceans and sea life through discussion and activities.
SUGGESTED QUESTIONS, ACTIVITIES, ASSESSMENT INDICATORS FOR:

THE BOSTON COFFEE PARTY

AUTHOR, TITLE, PUBLISHER:

INTEREST LEVEL: Grades 1-3
HALSTED CATEGORIES: Drive to Understand, Moral Concerns

SUMMARY: During the Revolutionary War, times are hard in colonial Boston. Greedy Merchant Thomas is overcharging for sugar. Then he locks up all the coffee so he can overcharge for that too. Sarah and her mother lead a group of women in protest against Merchant Thomas for hoarding coffee in order to sell it at high prices. This story is based on a true incident.

POSSIBLE APPLICATION TO HALSTED CATEGORIES: This book gives an example of how people who care about injustice can make a difference. Since the story is based on a true incident, it gives young readers some insight into the Revolutionary War.

SUGGESTED QUESTIONS FOR DISCUSSION BEFORE, DURING, AND AFTER READING:
- Why did Merchant Thomas want to lock up the coffee in his warehouse? Do you believe that he had the right to do that? Why or why not? (Cognitive: Knowledge; Affective: Responding)
- Why were the women so angry? Did they have a right to be angry? Do you believe that they were right in what they did to Merchant Thomas? (Cognitive: Comprehension; Affective: Receiving, Responding)
- What do you think happened to Merchant Thomas when the women's husbands came home from war? Do you believe that he continued being greedy? Why or why not? (Cognitive: Analysis; Affective: Responding, Valuing)
- War brings out strong feelings and causes people to do things they would not ordinarily do. What evidence do we see of that today? (Affective: Responding)
- This story was set during the Revolutionary War. Share what you know about the Revolutionary War with your classmates. (Cognitive: Knowledge)
(Note: VanTassel-Baska's suggested questions may also be used)

**SUGGESTED ACTIVITIES:**

- Choose a famous person from the Revolutionary War period. Create a poster with some facts that you learned about that person. (Cognitive: Application, Synthesis)

- Compose a letter to a soldier who is fighting for our freedom today. What will you tell him? (Cognitive: Synthesis; Affective: Valuing)

- In Revolutionary War times men wore three cornered hats called tricorns (show a picture of a tricorn). Create your own tricorn by cutting out three rectangles about 8” X 5”. Draw a curve across the top of one. Cut it out. Using that as a pattern, cut out the other two rectangles. Color them dark blue or brown with a yellow strip along the curve. Tape ends together to form a triangle. (Cognitive: Synthesis)

**ASSESSMENT (LEARNING INDICATORS):**

If the suggested questions and activities fulfill their purposes, the primary gifted reader:

- will demonstrate a new awareness of taking action when injustice is being done.
- will demonstrate a new awareness of the Revolutionary War and some of the men and women that are associated with that time.
SUGGESTED QUESTIONS, ACTIVITIES, ASSESSMENT INDICATORS FOR:

ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY

AUTHOR, TITLE, PUBLISHER:

INTEREST LEVEL: Grades K-4
HALSTED CATEGORY: Relationships with others

SUMMARY: Alexander knew it was going to be a terrible day when he woke up with gum in his hair. His best friend deserted him and there was no dessert in his lunch bag. When he got home from school, there were lima beans for dinner and kissing on the TV. Nothing went right that day.

POSSIBLE APPLICATION TO HALSTED CATEGORY: Everyone has bad days, and young readers can learn that when they do have a bad day, it doesn’t mean that there is something wrong with them. They also can learn that one can not blame others when things are not going right.

SUGGESTED QUESTIONS FOR DISCUSSION BEFORE, DURING, AND AFTER READING:
-Have you ever had a day like Alexander’s? What things happened in your “terrible, horrible, no good, very bad day?” Was the next day better? Do you believe that everyone has those kinds of days? (Affective: Receiving, Responding)
-Recall the problems that Alexander encountered and what he did to cause those problems. (Cognitive: Knowledge, Comprehension) Do you feel that he could have prevented some of the problems? What choices could he have made? (Cognitive: Analysis, Affective: Responding)
-Do you ever blame others when you are having a bad day? Do you think that others blame you when they are having a bad day? Is that the right thing to do? Explain why you feel that way. (Affective: Responding, Valuing)
-What things do you feel might happen if you had wonderful, fabulous, extremely good, very terrific day? (Affective: Responding, Valuing)
-Alexander makes a mess on his dad’s desk. Tell about a time you broke something or messed up something that belonged to someone else. How did that person feel? How did you feel? (Affective: Receiving, Responding)
SUGGESTED ACTIVITIES:
- Watch the video "Alexander and the Terrible, Horrible, No Good, Very Bad Day." Compare the video to the book. How are they similar? Different? Were your feelings towards Alexander different when you watched the video then when you read the book? (Cognitive: Analysis; Affective: Receiving, Responding)
- Construct two lists. One list should include things that have happened to you on a bad day and the other list should be things that might happen to make a great day. Create a skit using both lists. (Cognitive: Knowledge, Analysis, Synthesis)
- Role play what Alexander's next day could be like. (Cognitive: Synthesis)
- Compose a letter to Alexander giving him advice on how he could have a better day. (Cognitive: Synthesis)

ASSESSMENT (LEARNING INDICATORS):
If the activities fulfill their purposes, the primary gifted reader:
- will be able to recognize that it's all right to have a bad day, and that it will not last.
- will be able to recognize that everyone has a bad day, even adults.
- will be able to recognize that one should not blame someone else when things aren't going the way that he or she wants.
SUGGESTED QUESTIONS, ACTIVITIES, ASSESSMENT INDICATORS FOR:

ROSIE AND MICHAEL

AUTHOR, TITLE, PUBLISHER:

INTEREST LEVEL: Grades 2-4
HALSTED CATEGORY: Relationships with Others

SUMMARY: This is a dialogue (there is no plot) between two best friends. Rosie likes Michael when he is dopey and not just when he is smart. Michael likes Rosie when she is grouchy and not just when she is nice. Rosie and Michael are true-blue, deep-down, special friends in the best of times and in the worst of times.

POSSIBLE APPLICATION TO HALSTED CATEGORY: All too often children’s books about friendship depict only the “nice” side of friendship. Rosie and Michael demonstrate how true friends support and understand each other even when they are dopey, grouchy, smelly, or sad. The book emphasizes the role of acceptance, and especially forgiveness, in a long-lasting friendship.

SUGGESTED QUESTIONS FOR DISCUSSION BEFORE, DURING, AND AFTER READING:

- What kinds of things did Rosie and Michael just "know" about each other? What kinds of things do you just "know" about your best friend? (Cognitive: Knowledge, Application; Affective: Responding)
- How do Rosie and Michael help each other in sad times? How could you help a friend when he/she is sad? (Cognitive: Knowledge, Application, Analysis; Affective: Responding)
- What is the meaning of being a friend? What are some qualities that are found in a friend? (Cognitive: Comprehension; Affective: Responding)
- What friends have you made since you have been in school? Why do you like those friends? What things do you do with those friends? (Affective: Valuing)
- How do you make a friend? (Affective: Receiving)
- Pretend that you have a problem with a friend. What can you do to make the situation better? (Cognitive: Application; Affective: Valuing)
(Note: VanTassel-Baska's suggested questions may also be used)

SUGGESTED ACTIVITIES:
- Create a collage of yourself entitled "I'm My Own Best Friend." (Cognitive: Synthesis; Affective: Valuing)
- Design a friendship card to tell your friend that he/she is special. (Cognitive: Synthesis)
- Create a scenario of a story in which a good friend does something for a friend that is in need. Present the scenario in a skit. (Cognitive: Synthesis, Evaluation)
- Survey your classmates to find out what qualities they think make a good friend. Rate the top three qualities that you feel are most important. (Cognitive: Analysis, Evaluation)

ASSESSMENT (LEARNING INDICATORS):
If the suggested questions and activities fulfill their purposes, the primary gifted reader:
- will recognize that having friends is an important aspect of life.
- will demonstrate an appreciation of the qualities of friendship.
- will recognize that good friends are able to accept one another for individual strengths and weaknesses.
SUGGESTED QUESTIONS, ACTIVITIES, ASSESSMENT INDICATORS FOR:

THE SILVER PONY: A STORY IN PICTURES

AUTHOR, TITLE, PUBLISHER:

INTEREST LEVEL: Grades 2-5
HALSTED CATEGORIES: Aloneness, Creativity, Introversion

SUMMARY: In pictures only, this book tells the story of a lonely farm boy who escapes to the wider world via his imagination. A winged pony takes him on flying rides, and on each trip they find another lonely child living his/her particular life. The boy helps each child before the winged pony takes him back home.

POSSIBLE APPLICATION TO HALSTED CATEGORIES: The young reader should first tell what he/she thinks the story is portrayed in the pictures. Then through discussion, the teacher can bring out the common experiences of loneliness and introversion and how the farm boy relates to the other children that he meets.

SUGGESTED QUESTIONS FOR DISCUSSION BEFORE, DURING, AND AFTER READING:
- Tell what you think the story is about. (Cognitive: Comprehension, Application)
- How do you think the boy feels? Do you think that he is happy or sad? Do you think that he might feel alone? Why do you feel that the boy feel so alone? (Affective: Receiving, Responding)
- Do you ever feel as though you are alone? What are some things that you do that helps you feel that you are not alone? (Affective: Responding)
- Are the children that the boy meets also lonely? Why do you feel that they are lonely? (Affective: Responding)
- How does the boy help the other children that he meets? What are some things that you can do for other people when they are feeling lonely? (Cognitive: Comprehension; Affective: Responding)
- Some people tend to keep their feelings to themselves while others prefer to share their feelings with others. Do you tend to keep your feelings to yourself or do you share your feelings with others? Or do you do a little of both? Share some of those times. (Affective: Responding)
SUGGESTED ACTIVITIES:
- Choose one of the children that the farm boy met on his journey and compose a letter to him or her. Decide what you can say in your letter so that the child will not feel so lonely. (Cognitive: Synthesis, Evaluation; Affective: Responding)
- What makes you feel lonely? Create a list of those times. Compile your list with the lists of your classmates. Choose one of those times and discuss how you can solve it. (Cognitive: Analysis)
- Pretend that you are the farm boy and you are traveling on the flying horse. Create your own picture book of your adventure. (Cognitive: Synthesis)

ASSESSMENT (LEARNING INDICATORS):
If the suggested questions and activities fulfill their purpose, the primary gifted reader:
- will demonstrate a new awareness of how some people deal with being lonely.
- will appreciate the variety of creative ways in which a story can be told, such as with no words.
- will develop an understanding that there are people who will keep their feelings to themselves and other people who tend to share their feelings with others.

(Note: VanTassel-Baska's suggested questions may also be used)
Teacher Resources
Halsted's Categories (1994)

Aloneness: These are books that can help young students explore feelings of isolation and offer them opportunities to assure them that their need to be alone can be both productive and necessary.

Creativity: These are books that include characters whose creative impulses set them apart.

Developing imagination: These are books that will stimulate thinking, observing, and keeping the students in touch with the joy and power of using their imaginations.

Differentness: These are books with characters that are different because of characteristics like ability, insight, and sensitivity.

Drive to understand: These are books that will challenge students intellectually and present them with ideas they may not otherwise encounter. These books can satisfy and heighten the students’ curiosities.

Identity: These books can help gifted children work toward strong self-concepts and accept talents as a positive thing.

Intensity: These books have characters that who are unusually focused on an interest, ability, or cause with a single-mindedness not shared by most children their age.

Introversion: These books have characters that prefer to spend most of their time alone and who use that time creatively.

Moral concerns: These books involve personal or community issues that require difficult decisions.

Perfectionism: These books give examples of what happens when a character puts too much emphasis on a perfect product.

Relationships with others: These books address interdependence, empathy, respect for others with different or lesser abilities, and some books will promote an understanding of friendships and how they are developed.
Sensitivity: These books involve characters who are intensely aware, easily hurt themselves, or unusually alert to the hurts of others.

Using ability: These books raise questions about decision-making, the responsibility gifted people have for their own talents, and the rewards that can follow the best use of those talents.
Bloom’s Taxonomy of the Cognitive Domain (1956)

**Knowledge:** Gain specific facts, ideas, vocabulary, etc.; remember in similar form
- Starter verbs: list, memorize, name, recall, know, identify, match, group, label, identify, pick

**Comprehension:** Grasp meaning of material learned; communicate feelings
- Starter verbs: group, reorganize, expand, summarize, show, explain, demonstrate, define, change, translate

**Application:** Making use of learned knowledge in new or concrete manner, or to solve problems and interpret learnings
- Starter verbs: apply, select, classify, interview, choose, experiment, record, organize, put together

**Analysis:** Taking ideas, learnings, etc., separating into component parts, seeing relationships, finding unique characteristics
- Starter verbs: divide, uncover, survey, search, classify, compare, contrast, sort, discover

**Synthesis:** Reorganizing parts to create new, original things, ideas, concepts; stress on creative behaviors
- Starter verbs: create, form, develop, build, invent, compose, design, imagine, construct, devise, blend

**Evaluate:** Making judgments or decisions based on chosen criteria, standards, conditions
- Starter verbs: rank, judge, rate, award, defend, decide, measure, justify, grade, recommend
Krathwohl's Taxonomy of the Affective Domain (1964)

Receiving: Sensing; being personally aware of a broad range of feelings
   Starter verbs: feel, sense, capture, experience, pursue, attend, become aware of

Responding: Responding to feelings perceived through interaction
   Starter verbs: conform, allow, cooperate, contribute, enjoy, satisfy

Valuing: Choosing, analyzing, prizing
   Starter verbs: believe, respect, seek, search, research, justify, persuade

Organization: Formulating a personal set of values
   Starter verbs: examine, create, clarify, systematize, integrate

Characterization by a Value Complex: Reacting, living, judging by one's personal set of values
   Starter verbs: internalize, review, conclude, judge, resolve
VanTassel-Baska’s Questions for the Young Gifted to Be Used for Small Group or Individual Book Discussion (1994)

1. What happens in your book? Can you number the events? (sequencing)

2. Who is the most important person in the book? Why? Who is your favorite person in the book? (character development)

3. What new things did you learn from reading this book that you didn’t know before? (concept formation)

4. What were your favorite words or sentences in the book? Why? (language awareness)

5. Good books make us feel as well as understand a story. What feelings did you have as you read the book? (identification)

6. How good was this book compared to others that you have read? (evaluation) How would you rate it in respect to:

   a. interesting story
   b. characters I liked
   c. good ideas
   d. where it occurred was interesting
   e. new things to think about
Reference List: Project Books


