

Egg Harbor City Public Schools

GATE

Program Plan

Egg Harbor City Public Schools

GATE Program

Table of Contents

INTRODUCTION

- Rational and Background
- Requirements and Goals
- Responsibilities
- Myths Surrounding Gifted Students
- Gifted or Hardworking High Achievers

IDENTIFICATION

- Characteristics
- Criteria for Selection to the GATE Program
- Criteria for Staying in the GATE Program
- GATE Teacher Recommendation Form
- Recognizing Giftedness in Students
- Multiple Intelligences Assessments
- Psychological Assessment Summary
- Educational Assessment Summary
- GATE Formal Results Form
- GATE Formal Results Scoring Criteria Form

PROGRAM GUIDE

- What is Differentiated Instruction?
- Characteristics of Differentiated Instruction
- Elementary School Example
- Independent Study
- Whole Group, Small Group, Individual Work
- Managing a Differentiated Classroom
- Six Guidelines to be Considered for Grouping Options
- Conclusion

PARENT GUIDE

- How Can I Support My Gifted Child?
- How Can I Tell If My Child is Gifted?
- How Can I Encourage My Gifted Child?
- Conclusion
- Where Can I Get More Information?
- Gardner's Theory of Multiple Intelligences

APPENDIX 1

- GATE Forms: Evaluation Plan, Eligibility and IEP

APPENDIX 11

- Online Resources for GATE Students

INTRODUCTION

The NJDOE has addressed standards and assessment for student achievement, which includes expanded requirements for gifted and talented education (GATE) programs. The new regulations define gifted and talented students as:

Those exceptionally able students who possess or demonstrate high levels of ability, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The Egg Harbor City School District realizes the importance of challenging all our students to their maximum potential. We know that students have a wide range of aptitude, achievement, and interest. To provide the maximum challenge to our students, we shall provide a diverse program of enrichment to meet students' needs.

Gifted learners are often times overlooked in regular classroom instruction., Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students can be those who:

- Have preferred ways of learning
- Learn from an exploratory level and resists rote memory and just being a listener
- Demonstrate a high degree of intellectual, creative, and/or artistic ability
- Possess exceptional leadership skills
- Excel in specific fields
- Function above grade level
- Need instructional adaptations to adjust or modify instruction enabling them to participate in, benefit from, and demonstrate knowledge to apply the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not solely based on their grade.
- Need to be challenged
- Grasps concepts quickly and intuitively
- Are curious about principles and how things work
- Generate theories and hypotheses and pursue methods of inquiry
- Produces products that express insights, creativity, and/or excellence
- Have early learning development
- Have a good memory, specifically for facts and details
- Have a large vocabulary base
- Interacts well with adults

Egg Harbor City Public Schools

GATE Program

- Has interests or hobbies, and/or musical capabilities different than their typical peers
- Has early interest in reading
- Strives for perfection
- Sets high standards
- Has a sophisticated sense of humor
- Sets goals
- Is often assertive and not easily swayed
- Is persistent and enjoys a challenge

RATIONALE AND BACKGROUND

There are several points that justify programs for students who are gifted:

- The nurturing of giftedness is dependent upon appropriate intervention. Children develop their innate gifts through the interaction between their natural ability and environmental factors. Schools are an important part of the process that develops giftedness failure to provide appropriate provision in schools is likely to result in students' giftedness being underdeveloped.
- There is substantial potential benefit to students who are gifted to develop their abilities and use them to contribute to the good of society. The giftedness of students is a valuable resource to be nurtured.
- Many students who are gifted have educational needs that are different from the majority of students. Without suitable programs, these students may not only fail to develop their giftedness, but may develop emotional and behavioral problems. The complexities and vulnerabilities of students in which intellectual, physical and social development are all occurring at different rates, demand modification to teaching and to support services, The parents of these children may also benefit from support and advice to cope with their child's special needs.
- Instructional adaptations are required to adjust or modify instruction enabling gifted and talented students to participate in, benefit from, and demonstrate knowledge to apply the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not solely based on their grade.
- Gifted programs need to make provisions to support all K-12 students who qualify for services. There needs to be a process in place to identify student's strengths in various intellectual or creative abilities and/or specific subject areas.

- Equal access will be given to all eligible students to access GATE services in the area they qualify for, despite being ELL or having an IEP or 504 Plan.

REQUIREMENTS AND GOALS

It is intended by the Egg Harbor School District that:

1. Students who are gifted will be positively valued and supported and their special needs recognized.
2. The District will offer a flexible range of provisions to cater for students who are gifted.
3. Students in gifted programs will be representative of the range of students, including students in disadvantaged groups.
4. Students will be identified as GATE in each school.
5. Students will have appropriate curricular and instructional modifications specific to GATE students. This includes content, process, products, and learning environment, including but not limited to, additional education activities such as guest speakers, lesson specialists, additional learning activities, field trips. These modifications will be addressed in an individual student plan (GATE IEP), on staff and student schedules, lesson plans, GATE case manager student logs, and budget areas.
6. Staff will be trained on identification, programming standards, and delivery of services for gifted and talented students.
7. Staff will have time and resources to develop, review, and enhance instructional modifications for GATE students, as well as demonstrate mastery of knowledge and skills related to the standards at the instructional level for the student.
8. The district will review and adjust the GATE plan yearly, which will be reviewed by the state every three years based on the school districts NJQSAC schedule. In addition to send this plan the district will identify the number of students participating in the GATE program at each grade level, total number that applied or were referred to the GATE program, this data should be disaggregated by race, gender, special designation, and if ELL. Also included is staff professional development trainings related to GATE programming, GATE students, and curriculum.
9. The district will post the GATE Program Plan (which includes identification processes and eligibility criteria (multiple measures), and continuum of services), district curriculum, and GATE policy on the district website.

RESPONSIBILITIES

Parents will be responsible for:

- Working collaboratively with the child's teacher and principal to ensure appropriate provision for a child who is gifted.

Principals will be responsible for:

- Ensuring participation of staff in professional development programs on provision for students who are gifted, during the period when this is a system priority.
- Ensuring there are reliable and valid means of identification of gifted students for specific programs in which the school is involved, and that participants are representative of the school's population.
- Ensuring the needs of gifted students are incorporated into the school's overall teaching and learning program and supportive school environment program
- Promoting a positive attitude toward students who are gifted within the school and facilitating positive publicity for these students in the local community;
- Considering subject or year level acceleration programs.
- Considering how students can be more flexibly grouped according to their learning requirements at a particular time.

Teachers will be responsible for:

- Undertaking professional development in the area of provision for students who are gifted, according to opportunity.
- Providing enrichment and extension programs in their classroom, as appropriate.
- Providing for students who are admitted to early entry programs and subject or year level acceleration programs.

The Board of Education will be responsible for:

- Providing an implementation plan and guidelines to support the GATE Program.
- Providing resource materials on curriculum provision for students who are gifted.

- Providing access to professional development programs.
- Including education for gifted students on the priority cycle as a cross curricula issue.
- Providing an information package for parents on provisions and services for students who are gifted.
- Providing departmental guidelines for early entry and acceleration programs.
- Providing advice on the technology needs of students who are gifted and planning for their implementation.

Myths Surrounding Gifted Students

There are many myths regarding the skills, abilities, demonstrated achievements, social aptitude, physical development, task application, overall academic performance and other features of gifted students. Many of these myths arise from the restricted definition of giftedness that focuses on highly and profoundly gifted students: those who are the top 1-2% of the student population.

Some of these myths are:

- Gifted students are enthusiastic and motivated about school-work all the time.
- Many are, but some can become bored by a lack of challenge and motivation in a learning experience. Students whose giftedness goes unrecognized at school may underachieve or misbehave.
- Gifted students come from a particular social group.
- Students who are gifted can be found in all sectors of society, regardless of race, creed, socio-economic background, geographic location or physical abilities. The development of those gifts, however, may be restricted or constrained by environmental factors such as those mentioned above.
- Gifted students 'burn out' if identified early.
- Giftedness, if present in a student, is not an ephemeral attribute. However, the degree to which it may appear in a particular student may vary considerably over time. At any given time the demonstration of giftedness in a gifted student is a function of a number of variables, including experiences, stage of development, motivation, interests and support from peers, teachers and family.
- Gifted programs are elitist and exclude other students.
- All students are entitled to a learning environment that provides for their particular needs. Gifted students have educational needs that vary from those of their age peers. Without appropriate educational provision, gifted students may suffer academically, socially and emotionally.
- Gifted students are born that way and will succeed because of their innate giftedness.

- Gifted students are born with the potential to excel in their area(s) of strength. However, if their potential is not recognized and nurtured at home, at school and by the wider community, their gifts may fail to develop.
- Some other incorrect assumptions regarding gifted students are gifted students are not good at sports, gifted students are book worms, skipping grades impairs the social adjustment of the gifted student.

Gifted or Hard-Working High Achiever?

There are many very hard-working students in our schools who regularly achieve highly in school assessment instruments. Some of these students may be gifted, but many gain their results through pure hard work. The following list is indicative of some of the factors that may differentiate the genuinely gifted from the range of high achieving students.

High achievers	Gifted students
Know the answers	Ask the questions
Are interested	Are curious
Have good ideas	May have wild or unexpected ideas
Understand ideas	Construct abstracts
Complete assignments	Initiate projects
Enjoy school	Enjoy learning
Are technicians	Are inventors
Grasp meaning	Draw inferences
Enjoy peers	Prefer adults
Learn with ease	Already know
Listen with interest	Demonstrate strong feelings and opinions
Absorb information	Manipulate information
Copy accurately	Create new designs
Are receptive	Are critical
Achieve mastery in 3 — 8 repetitions	Achieve mastery in 1 —2 repetitions

Research shows that classroom teachers are skilled at identifying high achievers, but frequently do not recognize the signs of giftedness in the class clown or the student who asks constant questions.

IDENTIFICATION

Gifted and talented children, by virtue of outstanding abilities, who are identified by professionally qualified persons, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Characteristics

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual and performing arts, (6) psychomotor ability.

Using a broad definition of giftedness, a school system could expect to identify 10% to 15% or more of its student population as gifted and talented. A brief description of each area of giftedness or talent:

1 . General Intellectual Ability or Talent. Laypersons and educators alike usually identify this in terms of a high intelligence test score—usually two standard deviations above the mean--on individual or group measures. Parents and teachers often recognize students with general intellectual talent by their wide-ranging fund of general information and high levels of vocabulary, memory, abstract word knowledge,- and abstract reasoning.

Other sources generally cite IQ scores and their labels something like:

85-99 Lower normal
100-114 Upper normal
115-129 Bright
130-144 Gifted
145-159 Highly gifted
160-above Profoundly gifted

2. Specific Academic Aptitude or Talent. Students with specific academic aptitudes are identified by their outstanding performance on an achievement or aptitude test in one area such as mathematics or language arts. The organizers of talent searches sponsored by a number of universities and colleges identify students with specific academic aptitude who score at the 97th percentile or higher on standard achievement tests and then give these students the Scholastic Aptitude Test (SAT). Remarkably large numbers of students score at these high levels. District

Assessments both standard and skill based are used to collect data for qualifying measures for GATE students.

3. Creative and Productive Thinking. This is the ability to produce new ideas by bringing together elements usually thought of as independent or dissimilar and the aptitude for developing new meanings that have social value. Characteristics of creative and productive students openness to experience, setting personal standards for evaluation, ability to play with ideas, willingness to take risks, preference for complexity, tolerance for ambiguity, positive self-image, and the ability to become submerged in a task. Creative and productive students are identified through the use of tests such as the Torrance Test of Creative Thinking or through demonstrated creative performance. (Teacher Recommendation)
4. Leadership Ability. Leadership can be defined as the ability to direct individuals or groups to a common decision or action. Students who demonstrate giftedness in leadership ability use group skills and negotiate in difficult situations. Many teachers recognize leadership through a student's keen interest and skill in problem solving. Leadership characteristics are self-confidence, responsibility, cooperation, a tendency to dominate, and the ability to adapt readily to new situations. (Teacher Recommendation)
5. Visual and Performing Arts. Gifted students with talent in the arts demonstrate special talents in visual art, music, dance, drama, or other related studies. (Multiple Intelligences Assessment)
6. Psychomotor ability. This involves kinesthetic motor abilities such as practical, spatial, mechanical, and physical skills. (Multiple Intelligences Assessment & Teacher Recommendation)

Criteria for Selection to GATE Program

- Psychological Assessment (FSIQ of 125 or higher)
- Educational Assessment (Average Standard Scores of 125 in individual subject area)
- District Assessments
- Performance based measures

Additional consideration will be made related to the following components:

- Multiple Intelligence Assessment

- Teacher Recommendations

Criteria for staying in the GATE Program

- Grades (maintaining responsibility for class assignments while involved in GATE program)
- On going formal and informal assessments
- Teacher recommendation
- Attitude& behavior
- Motivation and interest

GA TE

Teacher Recommendation Form

Teacher:

Date:

Student:

Grade:

H.R. Teacher:

Check all that apply:

_____ **Humor:** exceptionally keen sense of the comical, the bizarre, and the absurd.

_____ **Motivation:** intense desires to know, do, feel, create or understand.

_____ **Interests:** ardent, sometimes unusual, passionate, sometimes fleeting.

_____ **Communication/Expressiveness:** extraordinary ability to convey meaning or emotion through words, actions, symbols, sounds, or media.

_____ **Inquiry:** probing exploration, observation or experimentation with events, objects, ideas, feelings, sounds, symbols, or media

_____ **Problem-solving:** outstanding ability to bring order to chaos through the invention and monitoring of paths to a goal; enjoyment of challenge.

_____ **Sensitivity:** unusually open, perceptive, or responsive to experiences, feelings and to others.

_____ **Intuition:** sudden recognition of corrections or deeper meanings without conscious awareness, reasoning or thought. Outstanding ability to think things through and consider the implications and alternatives; rich, highly iconscious and goal oriented thought.

_____ **Imagination/Creativity:** extraordinary capacity for ingenious, flexible use of ideas, processes, or materials. Memory/Knowledge Understanding: unusual capacity to acquire, integrate, retain and retrieve information or skills. Learning: ability to acquire sophisticated understandings with amazing speed and apparent ease.

_____ **Grades:** high grades in the the following subjects _____

_____ **Skill Areas:** _____

Recognizing Giftedness In Students From Underrepresented Groups:

The recognition and valuing of gifted students may not occur evenly across all groups in society. Students from some societal groupings are at risk of failing to be identified as gifted. These groups include students with physical and/or learning disabilities, students from non-English-speaking backgrounds, students from minority cultural groups, isolated students and students from a low socioeconomic background.

Taking a very broad approach to identification of giftedness among students from such groupings will reduce the number of students who may otherwise slip through the process. A multifaceted approach, using a range of sources of information, will assist in identifying giftedness among students from groups generally under-represented in the population at large. Identifying giftedness among students from under-represented groups requires processes that are inclusive of the group norms.

Multiple Intelligences Assessment

Teacher Survey

Please circle the number for each item which best describes your child:

- 5 — possesses this characteristic to a high degree
- 4 — often demonstrates this characteristic
sometimes demonstrates this characteristic
- 2 — rarely demonstrates this characteristic
- 1 — has not been observed to demonstrate this characteristic

THINKING SKILLS

- Learns quickly
- Thinks quickly
- Has a long attention span and shows perseverance
- Has an exceptional memory
- Is able to follow complex lines of reasoning
- Uses abstract thinking and reasoning
- Has a highly active imagination
- Asks questions relentlessly; has an avid curiosity

Total Score:

VERBAL LINGUISTIC BEHAVIORS

- Has an advanced vocabulary
- Is an avid reader
- Has a wide general knowledge
- Follows complex directions
- Understands and enjoys plays on words and word games
- Is highly articulate

Total Score:

LOGICAL AND MATHEMATICAL BEHAVIORS

- Can recognize and extend patterns
- Is quick at solving a variety of problems
- Likes to sort things into categories

Wants to know how things work
Enjoys and creates complicated games
Counts any items available

Total Score:

VISUAL SPATIAL BEHAVIORS

Shows advanced skills in pencil control
I Has a good sense of direction
Demonstrates advanced artistic skills
Uses materials creatively

Total Score:

PHYSICAL BEHAVIORS

Is often fidgety and restless
Uses body gestures to enhance expression
Is well coordinated
[Shows awareness of self in space
Likes to put things together and take them apart

Total Score:

MUSICAL-RHYTHMICAL BEHAVIORS

Can remember songs and rhymes
Often hums/taps/sings to self
Has a good ear for music
Incorporates music into non-musical situations

Total Score:

INTERPERSONAL BEHAVIORS

Sensitive to the moods and feelings of others
Is good at listening and communicating
Shows leadership qualities

Interacts well in a group

Total Score: _____

INTRA-PERSONAL BEHAVIORS

Is highly intuitive	1	2	3	4	5
Is self-reflective	1	2	3	4	5
Is self-reliant when forming opinions	1	2	3	4	5
Shows awareness of being different	1	2	3	4	5
Is over-sensitive to criticism	1	2	3	4	5
Demonstrates resilience	1	2	3	4	5

Total Score: _____

Multiple Intelligences Assessment Results:

The student has highly developed intelligence(s) in -the following areas:

Check INTELLIGENCES SCORE

____ VERBAL LINGUISTIC BEHAVIORS _____

____ LOGICAL AND MATHEMATICAL BEHAVIORS _____

____ VISUAL SPATIAL BEHAVIORS _____

PHYSICAL BEHAVIORS

____ MUSICAL-RHYTHMICAL BEHAVIORS _____

____ INTERPERSONAL BEHAVIORS _____

____ INTRA-PERSONAL BEHAVIORS _____

Student Survey

Name: _____ Date: _____

This inventory is designed to help you identify your inborn talents and naturally developed intelligence(s). Please circle the number to the left when the answer most closely identifies your interest. Circle the first answer that comes to mind. Do not change the answer.

PART I. SCHOOL SUBJECTS PART II. CURRENT ACTIVITIES

School subjects/activities in which you frequently participate. Choose activities in which you performed well in the past or enjoy now.

- | | |
|--------------------------|--------------------------------|
| 1 English | 1. Reading |
| 2 Science | 2. Puzzles |
| 3. Geometry | 3. Photography |
| 4. Choir | 4. Singing |
| 5. Group Activities | 5. Community projects |
| 6. Psychology | 6. Person growth seminars |
| 7. Sports | 7. Drama |
| 1. Literature | 1. Writing |
| 2 Algebra | 2. Computers |
| 3. Art | 3. Crafts |
| 4. Band | 4. Listening to music |
| 5. History | 5. Clubs |
| 6. Philosophy | 6. Self-help books |
| 7. Mechanics/Wood Shop | 7. Sports |
| 1 Language | 1. Writing Poetry |
| 2 Statistics | 2. Astronomy |
| 3. Physic | 3. Building things |
| 4. Music lessons | 4. Playing musical instruments |
| 5. Clubs | 5. Volunteer organizations |
| 6. Religion | 6. Meditation |
| 7. Home economics | 7. Dancing |
| 1 Spelling | 1. Word processing |
| 2 Calculus | 2. Collecting things |
| 3. Graphic design | 3. Art museum |
| 4. Singing lessons | 4. Concerts |
| 5. Team projects | 5. Support groups |
| 6. Nature studies | 6. Attending church |
| 7. Dance | 7. Outdoor activities |
| 1. Speech/debate | 1. Keeping a journal |
| 2. Computers | 2. Card games |
| 3. Photography | 3. Drawing or painting |
| 4. Music appreciation | 4. Sing-alongs |
| 5. Pep squad | 5. Discussion groups |
| 6. Organizing activities | 6. Motivational tapes |
| 7. Drama | 7. Woodworking |

PART III. CURRENT ACTIVITIES PART IV. CHARACTERISTICS Circle the activity in which you would like to participate in the future. that most closely describe you.

1. Teaching reading
2. Reading science magazines
3. Redecorating a house
4. Teaching music
5. Participating in a support group
6. Learning to meditate
7. **Hiking**
 1. Writing a book
 2. Math or science projects
 3. Looking at magazines
 4. Singing in a choir
 5. School or work reunions
 6. Going to self-esteem workshops
 7. Sports
 1. Joining a book club
 2. Learning more about computers
 3. Building models
 4. Taking musical lessons
 5. Brainstorming with others
 6. Planning & organizing a project
 7. Taking an acting class
 1. Going to the library
 2. Watching science shows on TV
 3. Studying how to make movies
 4. Going to concerts
 5. Going to a couple retreats
 6. Going to family counseling
 7. Joining a health club
 1. Using a word processor
 2. Reading business magazines
 3. Painting or drawing
 4. Playing a musical instrument
 5. Tutoring others
 6. Reading books about leaders
 7. Dancing

1. I find it easy to make my point
2. I often ask myself "what if?"
3. (easily read a map and seldom get lost)
4. I often sing to myself
5. I am good at teaching and coaching
6. I find it easy to set goals and attain them
7. I enjoy learning about things I can touch
 1. I enjoy telling jokes
 2. I easily see a logical sequence in things
 3. I can recall detailed images easily
 4. I can remember musical pieces easily
 5. I enjoy meeting new people
 6. I enjoy time alone for quiet reflection
 7. I often touch others when I talk to them
 1. I remember words easily
 2. I often wonder how things work
 3. I have a vivid imagination
 4. I frequently sing to myself
 5. I make friends easily
 6. I have interests different from most people
 7. I find it difficult to sit for a long time
 1. I participate in storytelling
 2. I find it easy to stick to a budget
 3. I like wearing beautiful clothes
 4. I listen to music when doing things
 5. I enjoy observing how people interact
 6. I often create my own projects
 7. I enjoy thrilling amusement rides
 1. I am very talkative
 2. I find it easy to add figures in my head
 3. I have a vivid imagination
 4. Music is an important part of my life
 5. People come to me with their problems
 6. My opinions are different from others
 7. I enjoy tools

SCORE

VerbalLinguistic	LogicalMathematical	VisualSpatial	Musical	Interpersonal	Intrapersonal	BodilyKinesthetic
1	2	3	4	5	6	7

Count the total I's circled and enter into the first column under 1 ; then count the total 2's and enter it under 2, etc. Add all the totals and divide by 7 to get your Mean Score. All answers equal to or above your mean score are dominant intelligences.

Psychological Assessment Summary

(CONFIDENTIAL)

PERSONAL DETAILS

PERFORMANCE IQ	
VERBAL IQ	
FULL SCALE IQ	
CHILD'S NAME	
DATE OF BIRTH	
NAME OF PARENT/GUARDIAN(S)	
ADDRESS	
PHONE NUMBER (S)	
FAX/EMAIL CONTACT	
DESIRED SCHOOL	

TEST RESULTS

WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE

TEST PROFILE:

PERFORMANCE SUB-TESTS	(10 is average)	VERBAL SUB-TESTS	average)
Picture Completion Visual alertness		Information General knowledge	
Geometric Design Fine motor and visual copying		Similarities Abstract reasoning	
Mazes Spatial awareness, pencil control		Arithmetic Mathematical reasoning	
Block Design Perceptual reasoning		Vocabulary Word knowledge	
Object Assembly Spatial awareness		Comprehension Social judgment	
(Animal Pegs) New task learning		(Sentences) Auditory short-term memory	

Comments: (use additional sheets if necessary)

Psychologist's name: _____

Signature: _____ Date: _____

Educational Assessment Summary

(CONFIDENTIAL)

PERSONAL DETAILS

CHILD'S NAME
DATE OF BIRTH
NAME OF PARENT/GUARDIAN(S)
ADDRESS
PHONE NUMBER S
FAX/EMAIL CONTACT
DESIRED SCHOOL

TEST PROFILE and RESULTS

WECHSLER INDIVIDUAL ACHIEVEMENT TEST

SUBTEST	STANDARD SCORE	PERCENTILE	AGE EQUIVALENCY	GRADE EQUIVALENCY
Word Reading				
Reading Comp.				
Numerical Operations				
Math Reasoning				
Written Expression				

Comments: (use additional sheets if necessary)

Learning Consultant's name: _____

Signature: _____ Date: _____

GATE Formal Results Form

Student:

Date:

Grade:

H.R. Teacher:

Administrator:

GATE Assessments:

Psychological Assessment (FSIQ)

Date:

Educational Assessment

Date:

Math Score

Reading Score

Writing Score

Combined Assessment Results:

Additional Components to Consider:

Multiple Intelligence Assessment

Date:

GATE Teacher Recommendation

District Assessment

Date:

(Administrative Use Only)

Student has qualified for the GATE Program.

Student has not qualified for the GATE Program.

Comments:

GATE Formal Results Scoring Criteria Form

Student: _____

Date: _____

Grade: _____

H.R. Teacher: _____

Administrator: _____

Psychological Assessment	—	125 or above Full Scale IQ (Verbal IQ and Performance IQ Average)
Educational Assessment	—	125 Reading Standard Score Average (Word Reading and Reading Comprehension) =125 Math Standard Score Average (Numerical Operations and Math Reasoning) =125 Written Expression Standard Score

Combined Assessment Minimum Results

to Qualify for GATE in all academic areas — 500
(FSIQ plus all academic standard scores)

Combined Assessment Minimum Results

to qualify for GATE in two academic areas — 375
(FSIQ plus two academic standard score)

Combined Assessment Minimum Results

to qualify for GATE in one academic area — 250
(FSIQ plus one academic standard score)

PROGRAM GUIDE

All students in our schools, including those who are gifted, deserve the best education we are capable of providing. On the one hand, education reform efforts reflect those approaches deemed necessary to accomplish that goal. On the other hand, gifted education has frequently been perceived as being the best in education provided only for "the best." If the aim of education reform is that all students should experience "gifted teaching," then the expertise and support of educators of the gifted should be a part of those efforts. Concurrently, all educators need to acknowledge that "gifted teaching" does not necessarily-mean effectively "teaching the gifted." Knowing the difference depends upon understanding the nature of a student's gifts and talents. It also means placing greater value on each student's strengths.

A particular challenge for teachers is being able to differentiate or adapt instruction to respond to the diverse student needs found in inclusive, mixedability classrooms.

What Is Differentiated Instruction?

Differentiated instruction is not a new phenomenon in education. The one-room schoolhouses of the past offered teachers the challenge of finding ways to work with students with wide-ranging needs. The contemporary approach to differentiating has been shaped by the growing research on learning drawing from the best practices in special education, gifted education, and multi-age classrooms, as well as recent research on the brain and multiple intelligences, developments in authentic assessment, constructivism, and so on.

Essentially, the aim of differentiating instruction is to maximize each student's growth by meeting each student where he or she is and helping the student to progress. In practice, it involves offering several different learning experiences in response to students' varied needs.

Learning activities and materials may be varied by difficulty to challenge students at different readiness levels, by topic in response to students' interests, and by students' preferred ways of learning or expressing themselves.

This is not the individual education program IEP approach where there are different experiences for all 20-30 students in the class. Typically, two to four different learning experiences are offered by the teacher or students are given opportunities to make their own choices.

Characteristics of Differentiated Instruction

As a teacher, you can use numerous strategies and tools to differentiate instruction. Regardless of the specific combination of techniques you might choose, there are several key characteristics or elements that form the foundation of effective differentiated learning environments:

- Teachers and students accept and respect one another's similarities and differences.
- Assessment is an ongoing diagnostic activity that guides instruction. Learning tasks are planned and adjusted based on assessment data.
- All students participate in respectful work that is challenging, meaningful, interesting, and engaging.
- The teacher is primarily a coordinator of time, space, and activities rather than a provider of information. The aim is to help students become self-reliant learners.
- Students and teachers collaborate in setting class and individual goals.
- Students work in a variety of group configurations, as well as independently. Flexible grouping is evident.
- Time is used flexibly in the sense that pacing is varied based on student needs.
- Students often have choices about topics they wish to study, ways they want to work, and how they want to demonstrate their learning. ● The teacher uses a variety of instructional strategies to help target instruction to student needs.
- Students are assessed in multiple ways, and each student's progress is measured at least in part from where that student begins.

Benefits

Teachers report a variety of benefits they have seen after shifting from the traditional "one-size-fits-all" approach to a differentiated one.

Elementary School Example

Stepping into Mary Hooper's multi-age class, you are struck by the wide range of activities that engross students as they work at a variety of learning centers. Her students are working all around the room some work alone, some with a partner they've chosen, some in small groups that randomly formed — reading a book they've selected from the reference cart, filled with books on plants and insects written for different reading levels. They learn about garden insects of their choice and write and illustrate an adventure story about an insect hero. They also sort and position pictures of various seeds based on how they travel, calculate how much it will cost to buy the seeds and materials to plant a garden of their own design, and examine the parts of different insects and plants under a microscope, sketching and writing a description of them. As an extension activity, students can:

- Write a story from the perspective of a small insect that fits beneath a microscope slide.
- Design, draw, and write a description of a new plant that would inhibit weed growth, building it from materials in the arts and scraps bag.
- Dissect lima beans and examine them under a magnifying glass to identify seed parts.
- Design an illustration of bean parts in their science journal and create riddles about them.
- Identify and color plant parts on a worksheet, then "dissect" silk flowers to identify parts or create a rap song using a poem about plant parts,

All the activities are framed around the plant unit Mary's students are studying. Every student doesn't do every center activity. This week, all students must do a few required activities identified by the teacher, a writing activity and a science activity of their choice, and other activities of their choice. Some activities are differentiated on the basis of student readiness; for example, writing the adventure story was created for more advanced readers and writers in Mary's class. However, if a less advanced reader wants to try the activity, she may do so after completing required activities. Many activities are designed toward the multiple intelligences; for example, the rap song activity may interest students with a strong musical intelligence, while calculating garden costs might intrigue those with sharp logical-mathematical intelligence. Students work at their own pace, can choose to work alone or with partners, and manage their own movement among the centers.

As students work in the centers, Mary monitors their progress, answers questions their classmates couldn't help with, and reviews student work in one-

on-one conferences. If she notices from reviewing students' work a need for direct instruction on a particular skill or understanding, she calls those students together for a brief lesson while the remainder of the class continues their center work. Of course, Mary regularly provides small-group instruction in language arts and math, with students working in different readiness-based groups. The membership in these groups changes based on students' progress. As a result, students work in a variety of different groups throughout a typical week.

Independent Study

Independent study is an opportunity for students to pursue areas of personal interest or to individually investigate course topics. Components of an independent study include:

- Identifying and developing a focus
- Developing skills in creative and critical thinking
- Using problem solving and decision making strategies
- Learning research skills
- Developing project management strategies
- Keeping learning logs
- Evaluating the process and product
- Sharing the product with an intended audience from beyond the classroom, and
- Keeping a portfolio of results.

Independent study is another tool that Mary uses to challenge students and respond to their interests. During each unit, each student selects a topic of interest, conducts research, and develops a product that shows what they have learned. Students select what type of product they will create -- whether it is a journal, story, video, or live performance. Mary provides the amount of guidance and structure each student needs to ensure a successful outcome. These projects allow students to project their own personality into the work -- to make it their own — and the experience can often lead to a long-term endeavor. For example, during her 1st grade year in Mary's class, a student did an independent study on birds. Her research generated an even greater interest in birds, and in her 2nd grade year with Mary, the interest continues. At home, the girl has set up her own bird-watching system with a log and a journal, charting days and times and making comparisons among visiting habits of different species.

Whole-Class, Small Group, and Individual Work

Mary uses a mix of whole-class, small-group, and individual work during a unit. The typical pattern for each unit is as follows:

Days 1 - 2 Whole-class instruction on key concepts and terminology.

Days 3 - 4 Class moves apart to work individually and in small groups on new material through tiered lessons.

Day 5 — Class shares information as a whole group to clarify and refine ideas,

Days 6 - 7 — Tiered lessons.

Day 8 — Class moves together to share and clarify.

Days 9 - 12 - Explore and extend knowledge through tiered lessons, centers, independent research, and contracts. Skill development through flexible grouping, tiered lessons, centers, or contracts.

Days 13-14 — Students share what they're learning. New information is given to complete the unit and begin work on products.

Days 15-19 — Students complete work on differentiated activities and work on products.

Days 20-24 Final review of material, final assessment, sharing of student products.

Managing a Differentiated Classroom

Among instructional strategies that can help teachers manage differentiation and help students find a good learning "fit" are the following:

- use of multiple texts and supplementary materials;
- use of computer programs;
- interest centers;
- learning contracts;
- compacting;
- tiered sense-making activities and tiered products;
- tasks and products designed with a multiple • intelligence orientation;
- independent learning contracts;
- complex instruction;
- group investigation;
- product criteria negotiated jointly by student and teacher;
- graduated task- and product-rubrics.

Six guidelines to use when considering grouping options

- 1 . Students who are academically or intellectually gifted and talented should spend the majority of their school day with others of similar abilities and interests.
- 2 Cluster grouping of students within an otherwise heterogeneously grouped classroom can be considered when schools cannot support a full-time gifted program.
3. In the absence of full-time gifted program enrollment, students might be offered specific group instruction across grade levels, according to their individual knowledge acquisition in school subjects.
4. Gifted students should be given experiences involving a variety of appropriate acceleration-based options, which may be offered to . gifted students as a group or on an individual basis.
5. Students should be given experiences which involve various forms of enrichment that extend the regular school curriculum, leading to the more complete development of concepts, principles, and generalizations.
6. Mixed-ability cooperative learning groups should be used sparingly, perhaps only for social skills development programs.

Conclusion

Teachers moving toward differentiated instruction in an inclusive, integrated middle school classroom find greater success if they (1) have a clear rationale for differentiation, (2)

prepare students and parents for a differentiated classroom, (3) attend to issues of classroom structure and management as they move toward more student-centered learning, (4) move toward differentiation at a pace comfortable to both teacher and learners, and (5) plan with team members and other colleagues interested in differentiation (Tomlinson, 1995b).

Parent Brochure

How Can I Support My Gifted Child?

Raising and nurturing a gifted child can be an exciting yet daunting challenge. This brochure defines giftedness and offers some insight into what parents can do to act as their child's best advocate throughout the school years.

Perceptions of giftedness vary even among gifted-education specialists. Today, giftedness generally includes a wide range of attributes, from traditional intellectual measures to interpersonal abilities. Giftedness can be found in children from all cultural, linguistic, and economic groups.

The U.S. Department of Education (1995) defines giftedness as "children or youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." Many states and localities use this definition or a variation. School districts use a wide variety of methods or tests to decide which children qualify for gifted programs or services. Some school districts use a definition from a specific model, such as Renzulli's Schoolwide Enrichment Model or Gardner's Theory of Multiple Intelligences*

How Can I Tell If My Child Might Be Gifted?

Some early signs of giftedness include:

- Abstract reasoning and problem-solving skills
- Advanced progression through developmental milestones
- Curiosity
- Early and extensive language development
- Early recognition of caretakers (for example, smiling)
- Enjoyment and speed of learning
- Excellent sense of humor
- Extraordinary memory
- High activity level
- Intense reactions to noise, pain, or frustration
- Less need for sleep in infancy
- Long attention span
- Sensitivity and compassion
- Unusual alertness in infancy

• Vivid imagination (for example, imaginary companions)

If a child exhibits several of these characteristics, parents may wish to have the child assessed by a child development professional with experience in evaluating young gifted children. Firstborn children tend to be recognized more often than their siblings; however, when one child in the family is gifted, there is an increased possibility that others may also be. Early identification of gifted children (ages 3 years through 8 years) permits early intervention, which is as important for gifted children as for any other children with special needs.

Gifted children develop cognitively at a much faster rate than that which is considered normal for their age. They require modifications in parenting, teaching, and counseling to develop optimally. At the same time, their physical and emotional development may occur at an average rate, posing some interesting problems. For example, ideas forged by 8-year-old minds may be difficult to produce with 5-year-old hands. Gifted children typically tend to experience all aspects of life with greater intensity, making them emotionally complex. The brighter the child is, the greater is his or her emotional complexity and potential vulnerability. Parents should prepare themselves to act as their child's advocates.

How Can I Encourage My Gifted Child?

Children learn first from their parents and families. Parents who spend time with their gifted child are more able to tune into their child's interests and can respond by offering appropriate enrichment opportunities. If you are the parent of a gifted child, you should:

Read aloud to your child. It is important that parents read to their gifted child often, even if the child is already capable of reading.

• Help your child discover personal interests. Stimulation and support of interests are vital to the development of talents. Parents should expose their child to their own interests and encourage the child to learn about a wide variety of subjects, such as art, nature, music, and sports, in addition to traditional academic subjects such as math, reading, and science.

• Encourage the support of extended family and friends. As an infant, a gifted child can exhaust new parents because he or she often sleeps less than other babies and requires extra stimulation when awake. It can be helpful to have extended family in the home, grandparents who live nearby, or close friends in the neighborhood who can spend some time with the child so the primary caretakers can get some rest and to give the infant added or different — stimulation.

Speak and listen to your child with consideration and respect. From the time he or she can talk, a gifted child is constantly asking questions and will often challenge authority. "Do it because I said so" doesn't work. Generally, a gifted child will cooperate more with parents who take the time to explain requests than with more authoritarian parents.

Conclusion

Parents of gifted children need opportunities to share parenting experiences with one another. It takes the persistence of large groups of parents to ensure that provisions for gifted children are kept firmly in place. It is important for parents of children with any special needs to meet with teachers early in the school year, work regularly with teachers, and stay both involved in their child's education and informed about gifted education in general.

The key to raising gifted children is to respect their uniqueness, their opinions and ideas, and their dreams. It can be painful for parents when their children feel out of sync with others, but it is unwise to put too much emphasis on the importance of fitting in; children get enough of that message in the outside world. At home, children need to know that they are appreciated for being themselves, Where Can I Get More Information?

The following organizations offer information on the topic of gifted education:

The American Association for Gifted Children

1 121 West Main Street, Suite 100

Durham, NC 27701

Phone: 919-683-1400 E-

mail: megayle@ao-l-ggm

Web: <http://www.iayi.com/aagc>

ERIC Clearinghouse on Disabilities and Gifted Education

The Council for Exceptional Children

1920 Association Drive

Reston, VA 20191-1589

Toll free: 800-328-0272

Phone: 703-264-9474 TTY:

703-264-9449 E-mail:

ericec@cec.sped.org

Web: <http://ericec.org>

Sources

References identified with EJ or ED are abstracted in the ERIC database. EJ references are journal articles available at most research libraries. ED references are documents available in microfiche collections at more than 900 locations or in paper copy from the ERIC Document Reproduction Service at 1-800-443-ERIC (3742). Call 1-800-LET-ERIC (538-3742) for more details.

Alvino, J. 1995. *Considerations and Strategies for Parenting the Gifted Child*. Storrs, CT: National Research Center on the Gifted and Talented.

Feldhusen, J. F. 1992 "Early Admission and Grade Advancement for Young Gifted Learners." *The Gifted Child Today* 15 45-49. EJ 445 888.

Gardner, H. 1996. "Multiple Intelligences: Myths and Messages." *International Schools Journal* 15 8-22. EJ 522 81 1.

Renzulli, J. S. 1994. "New Directions for the School-wide Enrichment Model." *Gifted Education International* 10 33-36. EJ 496 249.

Silverman, L. K. , and La P. Leviton. 1991, "Advice to Parents in Search of the Perfect Program." *The Gifted Child Today* 14 (6): 31-340

U.S. Department of Education. 1995. *The Improving America's Schools Act of 1994. Reauthorization of the Elementary and Secondary Education Act* Washington, DC. ED 399 649.

Webb, J. T. 1994. *Nurturing Social-Emotional Development of Gifted Children*. ERIC Digest #E527. Reston, VA: The ERIC Clearinghouse on Disabilities and Gifted Education. ED 372 554.

Gardner's Theory of Multiple Intelligences

Gardner defines intelligence as 'the capacity to solve problems or to fashion products that are valued in one or more cultural settings' (Gardner & Hatch, 1989). Using biological as well as cultural research, he formulated a list of seven intelligences. This new outlook on intelligence differs greatly from the traditional view, which usually recognizes only two intelligences, verbal and computational.

The seven intelligences Gardner defines are:

Logical-Mathematical Intelligence—consists of the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

Linguistic Intelligence—involves having a mastery of language. This intelligence includes the ability to effectively manipulate language to express oneself rhetorically or poetically. It also allows one to use language as a means to remember information.

Spatial Intelligence—gives one the ability to manipulate and create mental images in order to solve problems. This intelligence is not limited to visual domains—Gardner notes that spatial intelligence is also formed in blind children.

Musical Intelligence—encompasses the capability to recognize and compose musical pitches, tones, and rhythms. (Auditory functions are required for a person to develop this intelligence in relation to pitch and tone, but it is not needed for the knowledge of rhythm.)

Bodily-Kinesthetic Intelligence—is the ability to use one's mental abilities to coordinate one's own bodily movements. This intelligence challenges the popular belief that mental and physical activity are unrelated.

The Personal Intelligences—includes interpersonal feelings and intentions of others—and intrapersonal intelligence—the ability to understand one's own feelings and motivations. These two intelligences are separate from each other. Nevertheless, because of their close association in most cultures, they are often linked together.

Although the intelligences are anatomically separated from each other, Gardner claims that the seven intelligences very rarely operate independently. Rather, the intelligences are used concurrently and typically complement each other as individuals develop skills or solve problems. For example, a dancer can excel in his art only if he has 1) strong musical intelligence to understand the rhythm and variations of the music, 2) interpersonal intelligence to understand how he can inspire or emotionally move his audience through his movements, as well as 3) bodily-kinesthetic intelligence to provide him with the agility and coordination to complete the movements successfully.

BASIS FOR INTELLIGENCE

Gardner argues that there is both a biological and cultural basis for the multiple intelligences. Neurobiological research indicates that learning is an outcome of the modifications in the synaptic connections between cells. Primary elements of different types of learning are found in particular areas of the brain where corresponding transformations have occurred. Thus, various types of learning result in synaptic connections in different areas of the brain. For example, injury to the Broca's area of the brain will result in the loss of one's ability to verbally

communicate using proper syntax. Nevertheless, this injury will not remove the patient's understanding of correct grammar and word usage.

In addition to biology, Gardner (1983) argues that culture also plays a large role in the development of the intelligences. All societies value different types of intelligences. The cultural value placed upon the ability to perform certain tasks provides the motivation to become skilled in those areas. Thus, while particular intelligences might be highly evolved in many people of one culture, those same intelligences might not be as developed in the individuals of another.

USING MULTIPLE INTELLIGENCES IN THE CLASSROOM

Accepting Gardner's Theory of Multiple Intelligences has several implications for teachers in terms of classroom instruction. The theory states that all seven intelligences are needed to productively function in society. Teachers, therefore, should think of all intelligences as equally important. This is in great contrast to traditional education systems which typically place a strong emphasis on the development and use of verbal and mathematical intelligences. Thus, the Theory of Multiple Intelligences implies that educators should recognize and teach to a broader range of talents and skills.

Another implication is that teachers should structure the presentation of material in a style which engages most or all of the intelligences. For example, when teaching about the revolutionary war, a teacher can show students battle maps, play revolutionary war songs, organize a role play of the signing of the Declaration of Independence, and have the students read a novel about life during that period. This kind of presentation not only excites students about learning, but it also allows a teacher to reinforce the same material in a variety of ways. By activating a wide assortment of intelligences, teaching in this manner can facilitate a deeper understanding of the subject material.

Everyone is born possessing the seven intelligences. Nevertheless, all students will come into the classroom with different sets of developed intelligences. This means that each child will have his own unique set of intellectual strengths and weaknesses. These sets determine how easy (or difficult) it is for a student to learn information when it is presented in a particular manner. This is commonly referred to as a learning style. Many learning styles can be found within one classroom. Therefore, it is impossible, as well as impractical, for a teacher to accommodate every lesson to all of the learning styles found within the classroom. Nevertheless the teacher can show students how to use their more developed intelligences to assist in the understanding of a subject which normally employs their weaker intelligences (Lazear, 1992). For example, the teacher can suggest that an especially musically intelligent child learn about the revolutionary war by making up a song about what happened.

TOWARDS A MORE AUTHENTIC ASSESSMENT

As the education system has stressed the importance of developing mathematical and linguistic intelligences, it often bases student success only on the measured skills in those two intelligences. Supporters of Gardner's Theory of Multiple Intelligences believe that this emphasis is unfair. Children whose musical intelligences are highly developed, for example, may be overlooked for gifted programs or may be placed in a special education class because they do not have the required math or language scores. Teachers must seek to assess their students' learning in ways which will give an accurate overview of their strengths and weaknesses,

As children do not learn in the same way, they cannot be assessed in a uniform fashion. Therefore, it is important that a teacher create an "intelligence profiles" for each student. Knowing how each student learns will allow the teacher to properly assess the child's progress (Lazear, 1992). This individualized evaluation practice will allow a teacher to make more informed decisions on what to teach and how to present information.

Traditional tests (e.g., multiple choice, short answer, essay...) require students to show their knowledge in a predetermined manner. Supporters of Gardner's theory claim that a better approach to assessment is to allow students to explain the material in their own ways using the different intelligences. Preferred assessment methods include student portfolios, independent projects, student journals, and assigning creative tasks. An excellent source for a more in-depth discussion on these different evaluation practices is Lazear (1992).

CONCLUSION

Schools have often sought to help students develop a sense of accomplishment and self-confidence. Gardner's Theory of Multiple Intelligences provides a theoretical foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children may have an expertise in other areas, such as music, spatial relations, or interpersonal knowledge. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning.

ADDITIONAL READING

Blythe, T., & Gardner H. (1990). A school for all Intelligences. *Educational Leadership*, 47(7), 33-37.

Fogarty, FR. , & Stoehr, J. (1995). Integrating curricula with multiple intelligences. Teams, themes, and threads. K-college. Palatine, IL: IRI Skylight Publishing Inc. (ED 383 435)

Gardner, H. (1983). *Frames of Mind*. New York: Basic Books Inc.

Gardner, H. (1991) *The unschooled mind: how children think and how schools should teach*. New York: Basic Books Inc.

Gardner, H., & Hatch, T. (1989). Multiple intelligences go to school: Educational implications of the theory of multiple intelligences. *Educational Researcher*, 18(8), 4-9.

Kornhaber, M., & Gardner, H. (1993, March). Varieties of excellence: identifying and assessing children's talents. A series on authentic assessment and accountability. New York: Columbia University, Teachers College, National Center for Restructuring Education, Schools, and Teaching. (ED 363 396)

Lazear, David. (1991). *Seven ways of teaching: The artistry of teaching with multiple intelligences*. Palatine, IL: IRI Skylight Publishing Inc. (ED 382 374) (highly recommended)

Lazear, David (1992). *Teaching for Multiple Intelligences*. Fastback 342 Bloomington, IN: Phi Delta Kappan Educational Foundation, (ED 356 227) (highly recommended)

Martin, W.C. (1995, March). Assessing multiple intelligences. Paper presented at the meeting of the International Conference on Educational Assessment, Ponce, PR. (ED 385 368)

EGG HARBOR CITY PUBLIC SCHOOLS
SPECIAL PROJECTS DEPARTMENT
CHILD STUDY TEAM
C.I.. SPRAGG SCHOOL/EGG HARBOR CITY COMMUNITY SCHOOL
EGG HARBOR CITY, NEW JERSEY 08215

GIFTED EVALUATION DETERMINATION PLAN

STUDENT NAME

DATE

The district proposes to conduct an evaluation of this student.

1. EVALUATION DETERMINATION

The student shall be evaluated because

On April 5, 2000, the State Board of Education adopted N.J.A.C. 6A: 8. Standards and Assessment for Student Achievement which includes expanded requirements for gifted and talented programs. The regulations define gifted and talented students as: Those exceptionally able students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

At this time, this student is now considered to be identified as potentially in need of gifted & talented programming

11. INFORMATION ALREADY AVAILABLE (EXISTING DATA):

Summary statement:

m. EVALUATION PLAN (ADDITIONAL INFORMATION TO BE OBTAINED):

A. The evaluation plan shall include the following evaluations checked below:

C] EDUCATIONAL ASSESSMENT

Analysis of student's academic performance
student's learning characteristics

PSYCHOLOGICAL ASSESSMENT

Analysis of student's cognitive skills Analysis of

B. The evaluation plan shall include the following procedures checked below:

- | | | |
|--------------------------|---|--|
| <input type="checkbox"/> | Review of Classroom Intervention Strategies | Interview with referring teacher(s) |
| <input type="checkbox"/> | Structured Observation in non-testing setting | One or more informal measures |
| <input type="checkbox"/> | Review of developmental/education history | Analysis of work; trial teaching; self-report; Standardized test results criterion |
| <input type="checkbox"/> | referenced test (e.g. Edutest); | |
| <input type="checkbox"/> | Interview with parent | curriculum-based assessment; rating scales. |
| | Interview with student | |

IV. NO ADDITIONAL DATA NECESSARY

A determination has been made that no additional information is necessary to determine eligibility for gifted education and related services for this student, Therefore, an evaluation is not warranted at this time and the reasons are as follows:

Parents have the right to consider this decision for 15 calendar days and also have the right to request a full assessment to determine eligibility. If additional assessments are desired, the child's case manager should be contacted at 9651034.

I agree with this decision that an evaluation is not needed at this time to determine eligibility for gifted education and related services for my child.

DATE

SIGNATURE OF PARENT/GUAR_DIAN

1

v. PARTICIPANTS

The above plan was developed by the following participants at a meeting on this date:

PARTICIPANT	TITLE	SIGNATURE
	Parent	_____
	Teacher	_____
Mrs. Macchione	LDT-C and GATE Case Manager	_____
Mrs. Cabral	School Psychologist	_____

VI. PARENTAL CONSENT AND ACKNOWLEDGEMENT

Since this student has been identified as potentially in need of gifted and talented programming, an evaluation has been determined to be warranted. The district requests parental consent to conduct the evaluation as described in these pages. Parents have a right to consider the proposed action as described above for 15 days.

Please check one box:

2

DATE

I hereby give permission for the evaluation as described above, I wish to wait 15 calendar days to consider this action. I do not wish to have my child evaluated at this time.

SIGNATURE
PARENT/GUARDIAN

OF

Collaborative Summary:

GATE

PARENT CONSENT SECTION

Please check all that apply and sign and date below

I have received written notice of this meeting

I have received a copy of the evaluation report(s)

I agree with the eligibility determination

I disagree with the eligiblity determination

PARENT SIGNATURE DATE

EGG HARBOR CITY PUBLIC SCHOOLS
SPECIAL PROJECTS DEPARTMENT
CHILD STUDY TEAM
 C.I. SPRAGG SCHOOL/EGG HARBOR CITY COMMUNITY SCHOOL
 EGG HARBOR CITY, NEW JERSEY 08215

--

Conference Type Initial Annual Review Re-Eval Revision

STUDENT INFORMATION				
STUDENT NAME:		DATE OF BIRTH:		
ADDRESS:		AGE:		
		PHONE:		
		TEACHER:		
SCHOOL:		ELIGIBILITY CATEGORY:		
GRADE (2002-2003)		Enrichment Services through GATE Program		
TRANSPORTATION:		FEDERAL CLASSIFICATION:		
NATIVE LANGUAGE:		Eligible for Gifted and Talented Services		
[2 PUBLIC NON-PUBLIC a PRIVATE		PROGRAM: Regular Class with Supplemental Aids and Services		
CASE MANAGER:				
Parent/Guardian	Current Eligibility Conference Date	Last IEP Conference Date-	Current IEP Conference Date	Implementation. Date
IEP PARTICIPANTS				
Please sign in the appropriate space. A signature in this section of the IEP documents participation in the meeting and does not mean agreement with the IEP.				
Student, if appropriate or required				Date
Parent/Guardian				Date
Regular Education Teacher				Date
Special Education Teacher or Provider				Date
Child Study Team Member				Date
Case Manager (Maybe the CST member above.)				Date
School Representative (May be the CST member or other appropriate school personnel.)				Date

Specialist		Date
Other:		Date

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

List sources of information used to develop the IEP.

Evaluation	Date of Report	Evaluator

Consider relevant data. List the sources of information used to develop the IEP.

Records including health, attendance, discipline, and Child Study Team files.
 Input from teaching staff and relevant specialists (including, but not limited to, LDT-C, CSW, and CSP)

Provide a general statement that includes current age, grade, placement, disability, health status (especially hearing and vision checks), living arrangement, educational history, and assessment findings.

Describe the present levels of performance including how the child's disability affects his or her involvement and progress in the general education curriculum.

Current Educational Levels: (Classroom Performance – list relevant texts):

Reading (Basic skills and comprehension):

Writing (Spelling and expression):

Math (Computation and reasoning):

Oral Expression:

Listening Comprehension:

Classroom Conduct:

Attention/Concentration:

Completion of assignments:

Completion of homework:

Ability to follow directions (written/verbal):

Compliance with classroom rules:

School Wide Conduct/Review of Discipline Referrals:

Peer relations:

Teacher relations:

Student assets:

Academic strengths:

Interests/hobbies:

School staff input (effective instructional strategies and general impressions of student):

Regular education teacher:

Special education teacher:

Specialists (if applicable):

Parent input:

Include other educational needs that result from the student's disability. [N.J.A.C 6A: 14-3.7(d)]

Student needs (basis for IEP Goals and objectives):

In addition, consider each special factor identified in N.J.A.C 6A: 14-3.7(c). If in considering the special factors, the IEP team determines that the Student needs a particular device or service (including an intervention, accommodation or other program modification) to receive a free, appropriate public education, the IEP must include a statement to that effect in the appropriate section. If a factor is not applicable, note as such.

None identified

ELIGIBILITY STATEMENT

INSTRUCTIONAL AREA:**ANNUAL MEASURABLE GOAL:** Related to the core curriculum content standards through the general education curriculum unless otherwise required according to the student's educational needs.

BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS			
			1	2	3	4
						Comment:
						Comment:
						Comment:
						Comment:
						Comment:
						Comment:
						Comment:
						Comment:
						Comment:
						Comment:
						Comment:
						Comment:
						Comment:

INSTRUCTIONAL AREA:**ANNUAL MEASURABLE GOAL:**

BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS			
			1	2	3	4
						Comment:
						Comment:
						Comment:
						Comment:
						Comment:

			Comment:

INSTRUCTIONAL AREA:			
ANNUAL MEASURABLE GOAL:			
BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS S- Satisfactory M-Mastered U-Unsatisfactory
			Comment:

			Comment:
--	--	--	----------

INSTRUCTIONAL AREA:

ANNUAL MEASURABLE GOAL:

BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS S- Satisfactory M-Mastered U-Unsatisfacto				
			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
			Comment:				
			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
			Comment:				
			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
			Comment:				
			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
			Comment:				
			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
			Comment:				
			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
			Comment:				
			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
			Comment:				
			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
			Comment:				

INSTRUCTIONAL AREA:

ANNUAL MEASURABLE GOAL:

BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS S- Satisfactory M-Mastered U-Unsatisfacto				
			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
			Comment:				
			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
			Comment:				

			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:

INSTRUCTIONAL AREA:			
ANNUAL MEASURABLE GOAL:			
BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS S- Satisfactory M-Mastered U-Unsatisfacto
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			Comment:
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			Comment:
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			Comment:
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			Comment:
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			Comment:
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			Comment:
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			Comment:
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			Comment:

INSTRUCTIONAL AREA:			
ANNUAL MEASURABLE GOAL:			
BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS S- Satisfactory M-Mastered U-Unsatisfacto
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			Comment:
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			Comment:
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			Comment:

			Comment:

MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES IN THE REGULAR EDUCATION CLASSROOM-	
<p>State the modifications for the student to be involved and progress in the general education curriculum, and be educated with nondisabled students. State the supplementary aids and services that will be provided to the student or on behalf of the student [N.J.A.C. 6A:14-3.7(d)3]. Identify any assistive technology devices and services to be provided. Attach additional pages as necessary.</p>	
<p>State the modifications to enable the student to participate in the general education curriculum (e.g., Content, Instructional Presentation, Instructional Support, Instructional Materials/Equipment, Response Format, and Positive Behavioral Interventions)</p>	<p>State the supplementary aids and services. Curricular or instructional modifications or specialized instructional strategies; Supplementary instruction; Assistive technology devices and services as defined in N.J.A.C. 6A:141.3. Teacher aides; and related services. Could include, but is not limited to: Cassette Tapes, Calculator, Large Print Materials, Computer, Rewards, Special Furniture, Video, Positive Reinforcement, Parent Contact, Structure, Daily Parent Report, Time-out Area, Contracts, Assignment book, Behavior Modification, Assistive technology, Supportive Study Skills, other).</p>

SUPPORTS FOR SCHOOL PERSONNEL

State the supports for school personnel that will be provided for the student [N.J.A.C. 6A:14-

On site in-service training
 Opportunities to attend off site trainings
 Consultation with Child Study Team members and related services specialists in order to address the student's specialized needs

PROGRESSREPORTING

State how the parents will be regularly informed of their student's progress toward the annual goals [N.J.A.C.

METHOD	SCHEDULE
Report cards	Quarterly
Progress reports	Quarterly
IEP Meetings	Annually
Parent-teacher conferences	Biannually
Evaluation planning meetings	Every three years

DECISION-MAKING FOR -REMOVAL FROM GENERAL EDUCATIONCLASSES

Explain the extent, if any, to which the student will not participate with nondisabled peers in the general education class and in extracurricular and nonacademic activities:

1. Document the supplementary aids and services that were considered and rejected [N.J.A.C. 6A:14-42.(a)8i]. Explain why they are not appropriate to meet the student's needs in the general education class:

2. Document the comparison of the benefits provided in the regular class and the benefits provided in the special education class [N.J.A.C. 6A:144.2(a)8ii]:

3. Document the potentially beneficial or harmful effects which a placement may have on the student with disabilities or the other students in the class [N.J.A.C.

4. Explain the extent, if any, to which the student will not participate with nondisabled peers in extracurricular activities and nonacademic activities [N.J.A.C.

PLACEMENT DECISION

STATEMENT OF GIFTED EDUCATION AND RELATED SERVICES¹

State the special education services by instructional area. For in-class programs: Also state amount of time the resource teacher is present in the class. [N.J.A.C. 6A:14-3.7(d)3 and N.J.A.C. 6A:14-3.7(d)6]	Dates the services will begin and end	Frequency	Location	Duration ²
<input type="checkbox"/> Support <input type="checkbox"/> Replacement	-		<input type="checkbox"/> In-class <input type="checkbox"/> Pull-out <input type="checkbox"/> Self-contained	
<input type="checkbox"/> Support <input type="checkbox"/> Replacement	-		<input type="checkbox"/> In-class <input type="checkbox"/> Pull-out <input type="checkbox"/> Self-contained	
<input type="checkbox"/> Support <input type="checkbox"/> Replacement	-		<input type="checkbox"/> In-class <input type="checkbox"/> Pull-out <input type="checkbox"/> Self-contained	
<input type="checkbox"/> Support <input type="checkbox"/> Replacement	-		<input type="checkbox"/> In-class <input type="checkbox"/> Pull-out <input type="checkbox"/> Self-contained	
<input type="checkbox"/> Support <input type="checkbox"/> Replacement	-		<input type="checkbox"/> In-class <input type="checkbox"/> Pull-out <input type="checkbox"/> Self-contained	
<input type="checkbox"/> Support <input type="checkbox"/> Replacement	-		<input type="checkbox"/> In-class <input type="checkbox"/> Pull-out <input type="checkbox"/> Self-contained	
<input type="checkbox"/> Support <input type="checkbox"/> Replacement	-		<input type="checkbox"/> In-class <input type="checkbox"/> Pull-out <input type="checkbox"/> Self-contained	
<input type="checkbox"/> Support <input type="checkbox"/> Replacement	-		<input type="checkbox"/> In-class <input type="checkbox"/> Pull-out <input type="checkbox"/> Self-contained	

RELATED SERVICES

Be sure to include related services goals as attachments or within the Goals/Objectives Section of this IEP

State the RELATED SERVICES [N.J.A.C. 6A:14-3.7(d)6]	Dates the services will begin and end	Frequency	Location	Duration ²
	-			
	-			
	-			
	-			
	-			
	-			

- 1 IEP services are delivered in accordance with the regular school year schedule, unless otherwise noted,
- 2 Duration listed is based on full-day schedule. Total minutes will vary on abbreviated days,

NOTICE REQUIREMENTS FOR THE IEP AND: PLACEMENT

T

This form describes the information required in each of the components of written notice for an IEP meeting. The written notice includes the IEP as a description of the proposed action and a description of the procedures and factors used in determining the proposed action.

Describe the proposed action [N.J.A.C. 6A:14-2.3(e)1] and explain why the district has taken such action [N.J.A.C. 6A:14-2.3(e)2]:

The attached IEP describes the proposed program and placement and was developed:

[2 as a result of an initial evaluation and determination of eligibility.

as a result of an annual review.

[2 as a result of a reevaluation.

[2 in response to a parental request.

to propose a change in placement.

C] to review the behavioral intervention plan.

Other: _____

Describe any options considered and the reasons those options were rejected [N.J.A.C. 6A:14-2.3(e)3] :

Describe the procedures, tests, records or reports and factors used in determining the proposed action [N.J.A.C. 6A:14-2.3(e)4]:

If applicable, describe any other factors that are relevant to the proposed action [N.J.A.C. 6A:14-2.3(e)]:

PROCEDURAL SAFEGUARDS STATEMENT

As the parent of a student who is or may be determined eligible for special education services or as an adult student who is or may be determined eligible for special education, you have rights regarding identification, evaluation, classification, the

development of an IEP, placement and the provision of a free, appropriate public education under the New Jersey Administrative Code for Special Education, N.J.A.CS 6A:14. A description of these rights, which are called procedural safeguards, is contained in the document, Parental Rights in Special Education (PRISE). This document is published by the New Jersey Department of Education.

A copy of PRISE is provided to you upon referral for an initial evaluation, upon each notification of an IEP meeting, upon reevaluation and when a due process hearing is requested, In addition, a copy will be provided to you at your request

To obtain a copy of PRISE, please contact:

Mrs. Darlene Martin

609-965-1034 X136

School District Office or Personnel

Phone Number

For help in understanding your rights, you may contact any of the following:

Dr.Gina Forester, Director of Special Projects

School District Representative Phone Number 609-965-1034 x 136

Statewide Parent Advocacy Network (SPAN) at (800) 654 - 7726.

Protection and Advocacy, Inc., at (800) 922 - 7233.

County Offices

609-625-0004

County Supervisor of Child Study

Phone Number

CONSENT FOR INITIAL: IEP- IMPLEMENTATION:-

Your signature is required to give consent before the proposed IEP services can start

You have the right to consider the attached IEP for up to 15 calendar days before giving consent. But, you may sign at any time during the 15 calendar days to have the IEP services start.

I, we have received a copy of the proposed IEP and give consent for the IEP services to start

Signature

Date

To assure that parents understand the: notice options: for an: tEP± review; the -schOol{ district ust choose: the appropriate: statement rega rd ing notice : and includeit. as partof the -IEPŽ

IEPREVIEW OPTION*1 : -This -form w usedNhen_ the proposed IEP is intended to be implemented: before the 15 day notice -period has •The parent's signature is required todocument startThe services sooner.

You have the right to consider the proposed IEP for up to 15 calendar days. To have the IEP services start before the 15 days expire, you must sign below.

If you disagree with the IEP and you do not inform the district in writing of your disagreement, the IEP will be implemented without your signature after the 15 days have expired.

I, we have received a copy of the proposed IEP and agree to have the IEP services start before the 15 calendar days have expired.

Signature

Date

IEP REVIEWOPTION #2: This form- is used When. the proposed IEP is intended to be implemented after the. 15 days have expired

You have the right to consider the proposed IEP for up to 15 calendar days.

Your signature is not required to implement a proposed IEP, after the 15 calendar days have expired.

If you disagree with the attached IEP and do not inform the district in writing of your disagreement before the 15 calendar days have expired, the IEP services will start on

EGG HARBOR CITY PUBLIC SCHOOLS

GATE

Curriculum Link:

<https://www.ehcs.k12.nj.us/>

**GATE
ONLINE
RESOURCES**

Egg Harbor City School District

Gifted and Talented -Line Resources Lesson Plans Activities

Suggested Online Activities

The following online activities can be found on the District Website. Please refer to our curriculum page to search for the following links:

Lessons Category -

Elementary

- Marine Mammals—Polarities (elementary, Science) posted by Constance
- Tootsie Pop Pulls Probability (elementary, Mathematics) posted by Shawn Parkhurst
- A Concrete Approach to Relative Frequency (elementary, Mathematics) posted by David Spangler
- Skittles Math (elementary, Mathematics) posted by Mara Sloan
- A Character Education Puppet Show in Three Skits (elementary, other) posted by Margene Versace
- The Lost Works of Vincent van Gogh (elementary, other) posted by Kyle Yamnitz
- Exploring the Great Mammals (elementary, science) posted by Kyle Yamnitz
- Home4\flade Clouds (elementary, Science) posted by Kyle Yamnitz
- Costa Rica Lessons (elementary, Social Studies) posted by Kyle Yamnitz

Egg Harbor City School District

Gifted and Talented On-Line Resources

Lesson Plans and Activities

- Math AgtlyjtLEjle (elementary, Mathematics) posted by Kyle Yamnitz
- EZ Fractions (elementary, Mathematics) posted by Kyle Yamnitz • Beethoven's S m hon Number 9 (elementary, other) posted by Kyle Yamnitz
- Music Resource File (elementary, other) posted by Kyle Yamnitz
- Ex lorin the Rain Forest Throu h Print Gra hics and Sound (elementary, English/Grammar/Reading) posted by Kyle Yamnitz

On
and

- Weather Thematic Unit (elementary, English/Grammar/Reading) posted by Kyle Yamnitz
- Music-Rhytbnllem.po (elementary, other) posted by Kyle Yamnitz
- Stor Wheels (elementary, Literature) posted by Angela Ackley • Cha ter Books (elementary, Literature) posted by Angela Ackley
- Colorful Parts of S eech (elementary, Grammar) posted by Angela Ackley • lettec.ge.Q,gr.ap.hY (elementary, Reading/Writing) posted by Becky
- HumenpQ4y,,sklt (Elementary, Science) posted by Susan Smith • Parts of Speech Poetry (Elementary, Reading/Writing) posted by Rosemary T.
- Lego Dacta Lesson Plans on Gears (Elementary, Science) posted by Jim Cornish
- MjnLRage-T.en2.ap.e1 (Elementary, Reading/writing) posted by Helen Venosdel
Hailstones & Halibut Bones: Using Color to Teach Adjectives

Egg Harbor City School District

Gifted and Talented -Line Resources Lesson Plans Activities

- (Elementary,Reading/Writing) posted by Susan Smith • Fun Science and Math Lessons (Elementary,Science) posted by Mark Hellen
- Literature Lo s (Elementary,Reading/Writing) posted by Joanie
 - Personal Coat of Arms (Elementary,other) posted by Elizabeth Hoffman
 - Measurement with water (Elementary,Science) posted by Deanne Azbell
 - FIRST AID for phonics (Elementary,Reading/Writing) posted by Candy Carlile, EdD • Sight-UQId—S.gup (Elementary, Reading/Writing) posted by candy Carlile, EdD
 - Le •eu de inces (Elementary,Language) posted by CarolAnne Dickie
 - Highway to Science Project (Elementary,Science) posted by Paul Grey
 - Social Studies:Conflict and Coö eration (Elementary,Social Studies) posted by Julianne Miles
 - fairytale/4th grade (Elementary,other) posted by Susan Smith • Mapping the constellations (Elementary,Science) posted by Susan A. Smith
 - Lessons on rocks and minerals (Elementary,Science) posted by Kitty Swan
 - Landforms for Second Graders (Elementary,Geography) posted by Cheryl Herrera
 - Constellations for Second Grade (Elementary, Science) posted by McCarthy and Yaun
 - Rainforest (Elementary,Science) posted by Wendy L. Sternagle
 - 2nd arade nutrition lesson plans (Elementary,other) posted by Susan Smith
 - Planetary Rotation, Latitude and Seasons

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

(Elementary, Science) posted by Eric Waldman

, Butterfly unit----lesson ideas (Elementary, Science) posted by

Lauren Mellone

- "Invent-A-Sandwich" (Elementary, other) posted by Judy Pilcher
- Come Fl with Me (Elementary, Language) posted by Susan Wright
- Native American Units (Elementary, Social Studies) posted by Susan
- Human Bod Lessons (Elementary, Science) posted by Susan
- Projects for USA units (Elementary, Geography) posted by Susan Smith
- Seed dispersal (Elementary, Science) posted by Gerry Kelly •
Chicka Chicka Boom_Boom (Elementary, Reading/Writing) posted by Jodi Forte
- To Parade (Elementary, Reading/Writing) posted by Paul Fortin
- Coin Poems (Elementary, Mathematics) posted by Addie . Gaines
- Wonderful Watermelon Unit (Elementary, other) posted by Addie Gaines
- Multicultural COWs (Elementary, Mathematics) posted by Craig Yager

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

- Our School Family (Elementary, Language) posted by Sherri
- Calendar/Birthday Poem (Elementary, Language) posted by Sherri
- Unit On China (Elementary, Literature) posted by Susan Silverman
- Games that teach (Elementary, Games) posted by Janice Harrison
- Air: You Can't _____ See It But ICs There! (Elementary, Science) posted by Susan Mays
- Wonderful _____ Waves (Elementary, Science) posted by Jessica Harden
- GLQWjngUp (Elementary, Science) posted by Kathi Jones .
Does Static Electricit Affect Water Flow? (Elementary, Science) posted by Virginia Ferguson .
- Rainbow in a Jar (Elementary, other) posted by Shelley Williams
- Weather/Clouds (Elementary, Science) posted by Jannie Sneed How Clouds and Fog are Formed (Elementary, Science) posted by Kimberly Fort
- Balloon Blow U (Elementary, Science) posted by Kathy P each er
- , Take our ick of "bear " fun activities (Elementary, other) posted by Addie Gaines
- Love S iders (Elementary, other) posted by Addie Gaines
- RUDPkILE.QtPQUII.j (Elementary, other) posted by Addie Gaines
- Simple Machines (Elementary, Science) posted by julie 3/CO •
- Fruit Place Value (Elementary, Mathematics) posted by Sally_Smith
- Breaking Light (Elementary, Science) posted by Nikki Ray
- Shock. Them Ail (Elementary, Science) posted by Kern L. Kieth

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

- Storytelling- Gunniwolf (Elementary, Literature) posted by Sherri
- Native American poem (Elementary, Literature) posted by Sherri
- 'Go Fish" card ame for reco nition of vocabular words
(Elementary, Reading/Writing) posted by Janice
- Letter Slide (Elementary, Reading/Writing) posted by Janice Harrison
- Chicken Foot paragraph planner (Elementary, Reading/Writing)
posted by Janice Harrison
- Contractions: mani ulative and coo erative learnin activiti
(Elementary, Reading/Writing) posted by Janice
- Contractions mani ulative (Elementary, Reading/Writing) posted
by Janice
- Ke boardin Instruction for Elementar Students
(Elementary, Reading/Writing) posted by John Stoecker
- Letter reco nition (Elementary, Language) posted by Sheila Slater
- Eat Your Fractions (Elementary, Mathematics) posted by Rose Ferrigno
- Fun At The White House (Elementary, other) posted by Al Andrew
- O era for and b Elementar Students (Elementary, Music)
posted by Jolie Shushansky
- Fishing for words game (Elementary, Reading/Writing) posted by patty larios
- Taste Zones (Elementary, Science) posted by Krystal
- Wadsworth care for teeth (Elementary, other) posted by kitty van keulen
- Feliz Navidad A Mexican Christmas Unit
(Elementary, other)

posted by Addie Gaines
- Multipljca.tj.Qn.Ea\$ (Elementary, Mathematics) posted by Kim

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

Kane

Qeep,,Lthe-Toopsot-Egypt (Elementary, History) posted by
Lin Donn

Teachin fractions & ratios with M&Ms

(Elementary,Mathematics) posted by Laura Vasiloff

famgusbistQLjgaLpxe.Q.ple (Elementary,Social Studies)

posted by Barb Ackerman

Pa ama Part (Elementary,other) posted by Jennifer Starcke

Space (Elementary,Science) posted by Ginny Slusher

Space (Elementary,Science) posted by Ginny Slusher, Tanya

Bullock, Michele Morgan| Leslie Bennett

● Sea Pollution (Elementary,Social Studies) posted by Marsha
PaVia

● Spanish-Aphabet-3QQK (Elementary,other) posted by
Debbie Neuhaus

• Mice are Nice (Elementary,other) posted by Addie Gaines •

multi lication facts (Elementary,Mathematics) posted by devona

● Yar,,jgusS2elljngßemes (Elementary,other) posted by Francie
Workman

● Silent-Spell.jnq:AS2eJJ.jng-G.am.e (Elementary, other) posted by
Francie Workman

● Rin Toss Math (Elementary,Mathematics) posted by
Jacqueline C. Miller

● Tooth Poem (Elementary,Literature) posted by Teresa Clark • the
three's in fairytales (Elementary,other) posted by Nancy
Crewdson Smith

• Rainforest—Elementary, (Elementary,other) posted by Audrey

• Fun wa s to teach fractions (Elementary,Mathematics) posted by
Darja Milidragovic

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

- Follow-u for elem sch music lesson -strings (Elementary,other) posted by Jerry W. Murkerson
- The Creation of Craters (Elementary,Science) posted by Jennifer Wise
- St. Patricks Da Activities (Elementary,Language) posted by Sue Goodman
- PO -A-To Math Game (Elementary,Mathematics) posted by Janet Hill
- Observation skills (Elementary,Science) posted by Tanya
- Gero e Washin ton Scaven er Hunt (Elementary,Social Studies) posted by Susan Silverman
- Literature Activities (Elementary, Reading/Writing) posted by Amanda
- Thematic Units (Elementary,other) posted by Amanda • Three Little Pi s (Elementary, Language) posted by Zarina Venturi
- Weather (Elementary,Science) posted by Andrea Simms

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

● Natural Disaster Blooms Taxonomy (Elementary,other) posted by Andrea Simms

(Elementary,Phys Ed) posted by Lenore Lewis

Acid Rain Go Away (Elementary,Science) posted by Janel Ballew Patterson , Acid Rain Go Away (Elementary,Science) posted by Janel Ballew Patterson • social studies (Elementary,History) posted by natalie gorsuch • Elag.Sgng, (Elementary,Social Studies) posted by Linda Trobaugh

● Colorin Lan ua e w/ adverbs and ad'ectives

(Elementary, Reading/Writing) posted by Stephen Tamargo

• Cities (Elementary,Social Studies) posted by Paula Powell • CQlxQ,,βLSE.Ilj.ncS.Q.ng (Elementary,Language) posted by Tara Osborne

● Valentine-Yillage (Elementary,Geography) posted by Darlene Diehl

• Bulbs and Seeds (Elementary,Science) posted by liane Nusse

• Formation of Mountains in Landform Study (Elementary,Science) posted by Sheri in Utah

● Dinosaur Tra s (Elementary,Art) posted by Jenifer Kelly

• M Favorite To -descri tive writin (Elementary, Reading/Writing) posted by Dean

● Perimeter Area and the S readsheet (Elementary,Mathematics) posted by Joe Seagle

, geography (Elementary,Social Studies) posted by Lourdes

● Introducing money (Elementary,Mathematics) posted by Karen • Around the Water Cyc\ e4 Reader's Theater (Elementary,Science) posted by Sarah Wood

● Earth Qay (Elementary,Reading/Writing) posted by Sandy/K/Mo

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Mr. Notes Unit Plan (Elementary,Music) posted by Jeffrey S. Brennan
- ~~LITCOB~~ Lincoln lo cabin (Elementary,Art) posted by Paul
- Fractions unit introduction (Elementary,Mathematics) posted by Mr. Blaine Scott
- Social Studies (Elementary,Social Studies) posted by OLIVIA HUTCHINSON
- Worm Song (Elementary,other) posted by Angel Herring
- Herman the Worm (Elementary,other) posted by Angel Herring
- Kinder arten Island Fever Mother*s Da (Elementary,other) posted by Patricia Schar
- Vowel/Phono ram Match (Elementary,Reading/Writing) posted by Susan Sauer
- Getting.ugppuyjth-?-lage-y.alue (Elementary, Mathematics) posted by Christy Bush
- Quackin Mice (Elementary,other) posted by Lydia Laird
- Animals of Asia (Elementary,Science) posted by Heather Wolfe
- Animals of Africa (Elementary,Science) posted by Heather Wolfe
- Re.Uj.tjn.A-E.e.jLLTales (Elementary,Reading/Writing) posted by Heather
- Pancake Day (Elementary,other) posted by Elaine Magud
- Buggy-Actjytjes (Elementary,Science) posted by Elaine Magud
- Watermelon One Da Theme (Elementary,other) posted by Elaine Magud
- Makin Ice Cream! (Elementary,Science) posted by Early Childhood Mailring Subscribers

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Coop Learning, Tech., Sci., Lang (Elementary, Science) posted by Elizabeth Roche
- Cooperative Learning Sci., Tech. Lang (Elementary, other) posted by Elizabeth M. Roche
(Elementary, Language) posted by Becky Titanic A Great Cooperative Game (Elementary, Phys Ed) posted by Jason Chan, student teacher
 - Camping Day (Elementary, other) posted by Mary Lou Davison Discovery Bottles (Elementary, Science) posted by Janet Bowland
 - How To Thrive and Survive Anywhere (Elementary, Science) posted by Patti Lorenzen & Michael Schaffner
 - Highs / Lows of States (Elementary, Social Studies) posted by Marlys Buddenhagen
 - What Animal Am I? (Elementary, Science) posted by Barb Walker and Carolyn Roberts
 - How Much is That Doie in the 'Window?'
(Elementary, Science) posted by Connie Courbat
 - Delicious Descriptive Adjectives (Elementary, Reading/Writing) posted by Teresa Strayer
 - Literacy Centers (Elementary, Reading/Writing) posted by Lori V
 - Journal Writing first grade/ posts from the rimar board (Elementary, Reading/Writing) posted by Djinn
 - Tooth or Consequences (Elementary, other) posted by Gail Blaesing
 - Arthur's New Puppy Directed Reading Lesson
(Elementary, Reading/Writing) posted by Becky Ellison

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Chemistry Project (Elementary, Science) posted by Joseph Blouin
- Ch.em.js-tIY—EL.Qj-eg.t (Elementary, Science) posted by Joseph Blouin
- Take Home Back ack Ideas-from chatboard and mailin (Elementary, other) posted by All contributors
- Lesson tans for ke sta es 1 and 2 (Elementary, Reading/Writing) posted by Katie Marl
- First Contact (Elementary, Science) posted by Donnie Bradshaw
- Primar Science Centers (Elementary, Science) posted by LuAnn Lawhon
- Makin Tracks Into First Grade (Elementary, Art) posted by Jill Wood
- Valuin Differences (Elementary, Reading/Writing) posted by Bonnie Provo
- Making Tracks Into First Grade (Elementary, other) posted by Jill Wood
- Cloud Watchin (Elementary, Science) posted by Jill Wood
- RQ.2QQLSP.e.l.lj-n.g (Elementary, Language) posted by Jill Wood
- Doctor Doctor! (Elementary, Language) posted by Julie Vickery
- Pancakes, Pancakes (Elementary, Science) posted by Elaine Magud

Egg Harbor City School District

Gifted and Talented On-Line Resources Lesson Plans and Activities

- Multi lication names (Elementary,Mathematics) posted by Tonya Roberts
- Chicka,,ChickæBoom-Boom/ Chicka Challen e (Elementary,Literature) posted by Djinn and the Lit. Chatboard
The Meanies by Joy Cowley (Elementary,Literature) posted by Literature Chatboard
- Dan-the-Elyjng-Man:: (ElementalY,Literature) posted by Literature Chatboard
- It Looked Like Silt Milk (Elementary,Literature) posted by Literature Chatboard
- Caps For Sale (Elementary, Literature) posted by Literature Chat board
- Best School Year Ever (EKelementary,Literature) posted by Literature Chatboardm Shelley and Amy
Corduroy (Elementary, Literature) posted by Literature Chatboard Peachy and Djinn
- Have You Seen M Cat? (Elementary,Literature) posted by Literature Chatboard/ SJ and Tina
- Math is in the cards! (Elementary,Mathematics) posted by Melinda T.
- birthda cake fractions (Elementary, Mathematics) posted by Miss Jen
- Random Acts of Kindness (Elementary,other) posted by Bob Gunsolley
- American West Theme Ideas (Elementary,Social Studies) posted by Djinn - and contributors on the board
- Friendshi Salad (Elementary,Mathematics) posted by Misha
- MATH CENTERS (Part 1) (Elementary,Mathematics) posted by Primary Chatboard (Summer 1998)

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

- Marshmellow Math (Elementary,Mathematics) posted by Karen Derby
- Differences Between Fiction and Non-Fiction In the Librar (Elementary, Literature) posted by Shirley Thomas
- Primary Learning Centers (Elementary,other) posted by LuAnn Lawhon
- Brown Bear, Brown Bear (Elementary,Literature) posted by Literature chatboard and Early-childhood mailing
- Measurment (Elementary,Mathematics) posted by Miss Jen • A New Twist on the Keyboard (Elementary,other) posted by Kelly J. Owens
- Reci es for kids -Elementar Chatboard Surnmer 98 (Elementary,other) posted by Abby
- . Re: Chicka Challenge (Elementary,Literature) posted by Beverly
- Remote Access Online Real-time Science Experiment (Elementary,Science) posted by Diana Foster
- I Can Choose (Elementary,Social Studies) posted by Georgia Hedrick
- Open House one or more weeks into school year (Elementary,other) posted by Kathleen Carpenter
- "Continent Stor (Elementary,Geography) posted by Jen Paschal
- Sidewalk chalk spelling (Elementary,Games) posted by Betsy Burton • tjp-íQL.gngngßjYjsjQl (Elementary,Mathematics) posted by Barbara DO
- Pa er Plate Activities (Elementary,Art) posted by compiled by Addie Gaines from T.net posts
- The Kissin Hand (Elementary, Literature) posted by Lit Board and early_childhood mailing
- Place Value Game (Elementary,Mathematics) posted by Janet/AR

posted by

Egg Harbor City School District

Gifted and Talented -Line Resources Lesson
Plans Activities

- Beainning Phonics Software Game
(Elementary,Reading/Writing) posted by Margaret Taylor
Make a Farm (Elementary,Social Studies) posted by Margaret Taylor
- Cheap Rewards (Elementary,other) posted by Mary K&I •
US States (Elementary,Geography) posted by Margaret Taylor
- World Map—Walk through the Continents!
(Elementary,Geography) Margaret Taylor
On
and

- School or Classroom Trivia (Elementary,Social Studies)
posted by Mary K&I
- Go to the Head of the Class (Elementary,other) posted by Mary
- How Do You Do? (Elementary,Games) posted by Mary K&I
- Venn Diagrams (Elementary,other) posted by Lynn Mitchell
(Pogo/MS)
- A is for..., (Elementary,other) posted by Lynn Mitchell
(Pogo/MS)
- ABC's and 1 2 3's (Elementary,other) posted by Lynn Mitchell
(Pogo/MS)
- Creatin Bookmarks (Elementary,other) posted by Lynn Mitchell
(Pogo/MS)
- Powermac Christmas (Elementary,other) posted by Lynn Mitchell
(Pogo/MS)
- Kittens (Elementary,other) posted by Lynn Mitchell (Pogo/MS) •
add to Corduro #529 (Elementary, Literature) posted by Susan Nixon

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

- Button Sort Cross Reference #607 Literature
(Elementary,Mathematics) posted by Susan Nixon
- Gila Monsters Meet You at the Airport (Elementary, Geography)
posted by Susan Nixon
- Chicka-Chicka -Boom-Boom (Elementary,Science) posted by
Beth Davis
- Author Stud of Don and Audre Wood
(Elementary, Reading/Writing) posted by Natasha Dixon
- Tangrams (Elementary,other) posted by Kimberlee Woodward
- Teaching erjr,ur sounds (Elementary,Reading/Writing) posted by
Tina Shaplin
- Four Kinds of Sentences Fun Review (Elementary,Language)
posted by Shelley/4/OK
- Build a Medieval Castle (Elementary,History) posted by
Margaret Taylor
- Chicka Challenge!!!!!! (Elementary, Reading/Writing) posted by
Chris Williams
- Granoparents_Qay (Elementary,other) posted by Cheryl H.

Egg Harbor City School District

Gifted and Talented -Line Resources Lesson
Plans Activities
On
and

- Shoe Sort (Elementary,Mathematics) posted by Monica Stephenson
- Your Name (Elementary, Reading/Writing) posted by Mrs. Alphabet
- lesson plan on castles (Elementary, History) posted by jennifer
- Using-an-Q.nljne-Magazjn.e (Elementary,social Studies) posted by Jill Giordano
- Lesson5 (Elementary, Reading/Writing) posted by Mrs.A. Barker
- Glyphs (Elementary,Mathematics) posted by Mel
- Fred The Fish (Elementary,Science) posted by Sharon Cottle
- Pizza Math (Elementary, Mathematics) posted by Melissa Farrell
- Discussion Questions for Readin and Prom ts for Writin (Elementary, Reading/Writing) posted by Jack Lawrence •
- Puppet. Cheap and Easy (Elementary,other) posted by Hal Pederson
- Brine Shrim (Elementary,Science) posted by S.J.
- RumpKiLlnyežtiA@tpns (Elementary,Science) posted by S.J.
 - Hundred Board Activities (Elementary,Mathematics) posted by S.J.
- Rh me Famil Contest (Elementary, Language) posted by LuAnn Lawhon
- A-BC _____Music Book (Elementary,Music) posted by Peter Stiepleman • ie>Your Vote Counts!" Election Activit Earl Childhood/Prim (Elementary,other) posted by Kathleen Carpenter
- .13 colonies (Elementary,Social Studies) posted by Kari Brown

posted by

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

- Math (Elementary, Mathematics) posted by kari brown
- How to start a Writer's Worksho (Elementary, Reading/Writing) posted by Jeanne Morris • word honics (Elementary, Reading/Writing) posted by gary Cohen
- Math Magic (Elementary, Mathematics) posted by Krystn Palmer
- The M&M Brand Chocolate Countin Book Curriculum Web

(Elementary, other) Sara I. Register

- The Mitten Curriculum Web (Elementary, other) posted by Sara I. Register
- 50 States (Elementary, Social Studies) posted by Shari Frost
- Scratch Art (Elementary, Art) posted by Danielle
- Pattern Books (Elementary, Reading/Writing) posted by Raymond Bennett
- "The True Stor of the 3 Little Pi s b AD Wolf & The 3 Pi s (Elementary, Reading/Writing) posted by Renee K. Weinstein
- Sailing with Edward Hopper (Elementary, Art) posted by Susanne Daley
- Fractions and Drummin (Elementary, Mathematics) posted by chris byron
- Health foods for our teeth. (Elementary, Phys Ed) posted by Tracie Sims
- Consonant Blends Interactive Bulletin Board (Elementary, Reading/Writing) posted by Marie Rice
- Count down chain for Christmas (Elementary, Art) posted by Nancy
- Who Lives in the Sea? A class book (Elementary, Science) posted by Emmy
- On Market Street (Elementary, other) posted by Kay Hoffpauir • Nutrition (Elementary, Phys Ed) posted by Janna Elder • bri ht smiles (Elementary, Phys Ed) posted by bill jones • Christmas Tree

posted by

Egg Harbor City School District

Gifted and Talented On-Line Resources

Lesson Plans and Activities

(Elementary,Mathematics) posted by E. Raze Team Directions
(Elementary,Language) posted by Cherrie K.

(Elementary, Literature) posted by Sandra

- Santa's Book of Names McPhail (Elementary, Literature) posted by Lori • Which Witch is Which? (Elementary, Language) posted by Tamara Miles
- Music Relates Races (Elementary, Music) posted by Jess Buice • Music Centers (Elementary,Music) posted by Elementary Music Lesson Plans
- Arthur and His Pals (Elementary,Reading/Writing) posted by Andrea Finley .
- Christmas Theme on Reindeer (Elementary,Literature) posted by Mona
- Which Witch is Which? (Elementary,Language) posted by Tamara Miles
- Showcase-of-Language (Elementary,Language) posted by Tracy L. Nenninger
- Cute and Easy Christmas Tree Ornaments (Elementary,Art) posted by Cheryl Ristow
- Letter Writing on the JQIIEgstman (Elementary,Reading/Writing) posted by Amy Myers
- Phonics Page (Elementary,Language) posted by Sheri Eaton
- (Elementary, Phys Ed) posted by Kim Bellnier
- Santa's workshop (Elementary,Mathematics) posted by Mary
- Contractions (Elementary, Reading/Writing) posted by Susan Baker
- Hats (Elementary,Literature) posted by Jill Davis
- "Caps for sale" game (Elementary, Literature) posted by Jill Davis

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

- Martin Luther Kin Jr. (Elementary, Social Studies) posted by RHI-
- Tremors Tremblin Terrors (Elementary, Reading/Writing) posted by RI-IL
- Flower Power (Elementary, Reading/Writing) posted by Melissa Stout
- Centuries (Elementary, Mathematics) posted by RHI-
- Detectin Patterns (Elementary, Mathematics) posted by RHI•
- Using a Dictionary Sounds (Elementary, Reading/Writing) posted by RHI-
- Does Character Matter? (Elementary, Reading/Writing) posted
- Lookin Back (Elementary, Mathematics) posted by RHI•
- Verbs (Elementary, Language) posted by RI-IL
- Democrac (Elementary, Social Studies) RI-IL

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Book Reports (Elementary, Reading/Writing) posted by Betsy
- Funn Jokes (Elementary, Reading/Writing) posted by RI-IL •
Assorted Problems (Elementary, Mathematics) posted by RHI •
grandparents-Qayug.cy-stgnes (Elementary, other) posted by
sclvinger
- Word Wall & On the Back Activities
(Elementary, Reading/Writing) posted by Leah Taylor
- spelling. (Elementary, Mathematics) posted by kaitlin
- Cingvain (Elementary, Literature) posted by Colleen Gallagher •
Fractions (Elementary, Mathematics) posted by Zanada Maleki ;
Gr.5
- ST. PATRICKS CATHEDRAL (Elementary, Mathematics) posted by
BETHANIA FROTA
- 100 da activit (Elementary, other) posted by C. Tyler Res onse
cards/ Eas classroom assessment
(Elementary, other) posted by Dawn
Elementar Math (Elementary, Mathematics) posted by Kippy
Walters
Blood travel thou h bod (Elementary, Science) posted by Vicki
Some Sunflower Suggestions (Elementary, other) posted by Addie
Gaines
(Elementary, Social Studies) posted by
angela mostoller and sally howell
Movement and Music ONE! (Elementary, Phys Ed) posted by
LuAnn Lawhon
Battle of the Bocks (Elementary, Literature) posted by Nancy
Wh do we have Ni ht (Elementary, Science) posted by Celeste
Goetz Arnotti
S ellin Tic-Tac-Toe (Elementary, Language) posted by Beth
Mossman

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Shapes in Spanish (Elementary,Language) posted by Paige Gilbert

Retelling-a.StQLY (Elementary,Language) posted by P. Brown

Spelling.er.agtj.ce (Elementary,other) posted by Kelli Travis

● Feelin s Nothin More Than Feelin s (Elementary,other) posted by Michael Ernst

• Peek a Boo I Hear You (Elementary,Mathematics) posted by Heather Blacksher

, Multi lication is a real handful multi I in b 5's
(Elementary,Mathematics) posted by Trish Johnson

, Lincoln Penn Lesson (Elementary,other) posted by Elaine Magud

● Climate (Elementary,Science) posted by Gina

● Venn Dia ram With One Fish Two Fish b Dr. Seuss
(Elementary,other) posted by Kathleen Carpenter

● Usin Live insects in Elementar Classrooms for Earl Lesson
(Elementary,other) posted by Center for Insect Science
Education Outreach

• WEATHER VANES COMMERCIALS

(Elementary,Reading/Writing) posted by KATHY GARNER

Keyboard centers with Music You Can Read

(Elementary,Music) posted by Jess Buice

Keyboard centers with Music You Can Read

(Elementary,Music) posted by Jess Buice

Music and Fractions (Elementary,Mathematics) posted by Jess Buice

Beat-Rest Recognition and Performance (Elementary, Music)
posted by Jess Buice

Rounding Numbers (Elementary, Mathematics) posted by Kim

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

Countin B Quarters to a Dollar (Elementary, Mathematics) posted by Peggy Green

Dr,Seuss (Elementary, Literature) posted by Kathy Patchett

Multi iication Stations (Elementary, Mathematics) posted by Lisa Hall

Sheep in a Jeep - Lesson Ideas & Follow-up Activities

(Elementary,Reading/Writing) posted by Amanda

Reader's theatre Tacky the Penguin.

(Elementary, Reading/Writing) deb smith

- writin mini lessons (Elementary, Reading/Writing) posted by deb smith
- Quick, Quiet Classroom Mana ement Idea (Elementary,other) posted by Ruth Ann Freeman
- CLeatjngLlf.e-M.aps (Elementary, Reading/Writing) posted by Staci Brown
- Human Tic Tac Toe (Elementary,other) posted by Shanna Moore
- Poem on Kwakiutl Che enne and Nava'o (Elementary,Social Studies) posted by Lisa Schmidt
- The Doctor is In (Elementary,Language) posted by Jody • Bagels (Elementary,Mathematics) posted by cathy lyons
- Reading (Elementary,Literature) posted by Janet Walter
- The Rainbow fish (Elementary,Art) posted by Mona Johnston
- What is in the ba ? (Elementary,Mathematics) posted by Lisa Altic
- Spider Headband (Elementary,Science) posted by Sheri Neeley • Tri to Moon Mars or where ever! (Elementary,Science) posted by Vie Profit • multi lication (Elementary, Mathematics) posted by Staci
- Verbs / Simon Says (Elementary,Language) posted by Jo Anne Martin

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

3D shapes (Elementary, Mathematics) posted by Alicia
Graphing Data Hutton (Elementary, Mathematics) posted by
Meggin Guthrie

, Sunflowers (Elementary, Science) posted by Robin

Blue Jean Pocket Easter "Baskets" (Elementary, Art) posted
by Lisa Hall

Mornin Letter (Elementary, Reading/Writing) posted by Susan
Straley

- Reciprocal-Reading (Elementary, Reading/Writing) posted by
Thelma White-Horton • more scratch art (Elementary, Art)
posted by Stephon Michael Davidson
- Let's go to the stars! (Elementary, Science) posted by Mary Lou
Mejeur

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

(Elementary, Reading/Writing) posted by

- Fair Tale Unit Melissa Stout
- Class Book Ideas (Elementary, Literature) posted by Early Childhood Ring-Compiled by Jan
- Rainforest (Elementary, Social Studies) posted by Tina Goins • Easter Eggs Part 1 (Elementary, other) posted by Djinn/ and many others!
- Easter Eggs Part 2 (Elementary, other) posted by Djin and others
- Book Reports (Elementary, Reading/Writing) posted by Susan Werkheiser
- Integrating Math/Science/Reading (Elementary, Reading/Writing) posted by Susan Werkheiser
- Goin' to the Zoo (Elementary, Music) posted by Lori Wilson
- Sufferin' ?til Suffrage (Elementary, Social Studies) posted by Lori Wilson
- "A" letter ideas (Elementary, Reading/Writing) posted by Jan k/ne and Early Childhood Ring
- "B" letter ideas (Elementary, Reading/Writing) posted by Jan k/ne and the Early Childhood Ring • "C" letter ideas (Elementary, Reading/Writing) posted by Jan k/ne and the Early Childhood Ring • "D" letter ideas (Elementary, Reading/Writing) posted by Jan k/ne and the Early Childhood Ring • "E" letter ideas (Elementary, Reading/Writing) posted by Jan k/ne and the Early Childhood Ring • "F" letter ideas (Elementary, Reading/Writing) posted by Jan k/ne and the Early Childhood Ring
- "G" letter ideas (Elementary, Reading/Writing) posted by Jan k/ne and the Early Childhood Ring
- "H" letter ideas (Elementary, Reading/Writing) posted by Jan k/ne and the Early Childhood Ring

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

(Elementary,Reading/Writing) posted by

- "I" letter ideas (Elementary, Reading/Writing) posted by Jan k/ne and the Early Childhood Ring
- "J" letter ideas (Elementary,Reading/Writing) posted by Jan k/ne and the Early Childhood Ring
- "K" letter ideas Jan k/ne and the Early Childhood Ring
- letter ideas (Elementary,Reading/Writing) posted by Jan k/ne and the Early Childhood Ring • "M" letter ideas (Elementary, Reading/Writing) posted by Jan k/ne and the Early Childhood Ring
- "N" letter ideas (Elementary,Reading/Writing) posted by Jan k/ne and the Early Childhood Ring
- The Discover of the Americas: A Pla About Earl Ex lorers (Elementary,History) posted by Brian Beckenstein
- Drama for Arthur Stories (Elementary,Literature) posted by Brian Beckenstein
- La familia (Elementary,other) posted by Jennifer Baker
- Freddie the Fun us:A Pla about Decom osers (Elementary,Computer) posted by Brian Beckenstein • Com uter Lesson Claris Kid Pix Works and (Elementary,Computer) posted by Brian Beckenstein • A tri to Outer S ace:Planet Exchan e (Elementary,Science) posted by Linda C. Innis
- Insects bu s (Elementary,Science) posted by Djinn- ECE chatboard and mailing Butterflies Part 2 (Elementary,Science)
- posted by Djinn - ECE chatboard and mailing
- Venn dia rams with the Pain and The Great One (Elementary, Literature) posted by Bethany Lutwin
- Charlotte's Web (Elementary,Literature) posted by Dyane Jordan
- Macbeth: Shakes eare for Elementar Students

posted by

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

(Elementary, Reading/Writing) posted by
(Elementary, Literature) posted by Brian Beckenstein

- P letter Ideas (Elementary, Reading/Writing) posted by Early Childhood Ring Posted by Jan
- Q letter ideas (Elementary, Reading/Writing) posted by Early Childhood Ring Posted by Jan
- Outdoor Activities/Nature (Elementary, Science) posted by S.J. • P Letter ideas (Elementary, Reading/Writing) posted by Compiled by Early Childhood Mailing
- "N Letter Ideas Early Childhood Mailing • "S" Letter Ideas (Elementary, Reading/Writing) posted by Early Childhood Mailing • "T" Letter Ideas (Elementary, Reading/Writing) posted by Early Childhood Mailing
- "U" Letter Ideas (Elementary, Reading/Writing) posted by Early Childhood Mailing • "V" Letter Ideas (Elementary, Reading/Writing) posted by Early Childhood Mailing
- "W" Letter Ideas (Elementary, Reading/Writing) posted by Early Childhood Mailing • "X" Letter Ideas (Elementary, Reading/Writing) posted by Early Childhood Mailing • "Y" Letter Ideas (Elementary, Reading/Writing) posted by Early Childhood Mailing , "Z" Letter Ideas (Elementary, Reading/Writing) posted by Early Childhood Mailing
- All about Review Activities (Elementary, Reading/Writing) posted by Early Childhood Mailing
- Math Relat (Elementary, Mathematics) posted by Felicia Mack , "Q" Letter Ideas (Elementary, Reading/Writing) posted by Early Childhood Mailing
- Clouds: Cumulus Cirrus and Stratus (Elementary, Science) posted by David Dooley

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

(Elementary,Reading/\Nriting) posted by

- Fun atterns (Elementary,Mathematics) posted by Miss Sarah Rogers
- Exploring the Ocean (Elementary,Science) posted by Vicki S. Selonke-Gonzales
- Dinosaurs (Elementary,Science) posted by Asmaa Kayed
- Bod Parts (Elementary,Language) posted by Rachelle Young
- Campin Theme Activities (Elementary,other) posted by Christine
- Careers S anish (Elementary, Language) Shari Clapp

posted by

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Community Helpers (Elementary, Social Studies) posted by David Dooley

Science Pta : The Trial of Freddie Fun us

(Elementary, Science) posted by Brian Beckenstein

Actionffl (Elementary, Language) posted by Cara OToole Math and Money (Elementary, Mathematics) posted by Mary Bucska

Dinosaurs (Elementary, Science) posted by Asmaa Kayed

3rd grade math (Elementary, Mathematics) posted by Jessica Jackson (student)

Women in Math (Elementary, Mathematics) posted by Courtney

Homonyms (Elementary, Reading/Writing) posted by Courtney

The Western Trail (Elementary, Reading/Writing) posted by Ezzeddine Abdelhak

Writina (Elementary, Reading/Writing) posted by Ezzeddine Abdelhak

Noun Scattegories (Elementary, Language) posted by Patti Henderson

Quarter Rest Lesson (Elementary, Music) posted by Liz Allen

Pia : Be Careful When You Save A Place

(Elementary, Mathematics) posted by Georgia Hedrick

Subtraction War (Elementary, Mathematics) posted by Phyllis Mosley

Music Theor (Elementary, Music) posted by M. Pyrtle

Counting in French (Elementary, other) posted by Gwen Classer
More Kinder arten Literac Centers—

(Elementary, Reading/Writing) posted by Elaine Magud

ExplQLžng-T.heAçean (Elementary, science) posted by Rhonda

water c cle (Elementary, Science) posted by molly murphy

Quiet time (Elementary, Music) posted by Janice Burke

posted by

Egg Harbor City School District

Gifted and Talented On -Line Resources Lesson Plans and Activities

- "O' Letter Ideas (Elementary, Reading/Writing) posted by Early Childhood Mailring
Literature Connection to the Six Traits of Writin
(Elementary,Reading/Writing) posted by Gail Reller Pum kin
Seed Mosaics (Elementary,Art) Andrea
Mulder-Slater
- Plants (Elementary,other) posted by Chelsea
- Simon Says - Let's Learn the Computer Parts
(Elementary,Computer) posted by Terri Majors
- Las partes del cuerpo /The parts of the body
(Elementary,Language) posted by Kati Bauman
- Las estaciones / The seasons (Elementary,Language) posted
by Kati Bauman
- It is Time to Clean the Room (Elementary,Music) posted by
Tina Jackson
- Lines and Angles (Elementary, Mathematics) posted by Charity
Begley
- Spelling Payment (Elementary,Mathematics) posted by Theresa
Hill
- Chicka Chicka Boom Boom (Elementary,Literature) posted by
Sharon Field
- The Ear Life and Ex eriments of Ben•amin Franklin
(Elementary,History) posted by Dr. Brian F. Geiger
- Healthzee A Game for Elementar Students
(Elementary,other) posted by Dr. Brian F. Geiger
- Visit the Rain Forest (Elementary,Science) posted by Bonnie
- Author Stud For Kinder artners (Elementary,Literature) posted by
Kathleen Waack and Lori Fegley

posted by

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

- Artist Scaven er Hunt (Elementary,Art) posted by Karen Lippe •
Monarch Butterflies (Elementary,Science) posted by Elaine
Bishop Cindi Kaiser
- Clouds (Elementary,Science) posted by Genny Van Dorn
- Big Cat Field Trio (Elementary,other) posted by Todd Crow
- Am hibians and Re tiles (Elementary,Science) posted by Sue
Owen and Sue Plagge
- Meeting.ang-Be.a©jng-D.LSeuss (Elementary, Reading/Writing)
posted by Brenda Beaty
- Foltales around the World (Elementary, Reading/Writing)
posted by Elaine Suvak, Reading Specialist, Secondary English •
Punctuation Pen uins (Elementary, Language) Mary • Note-Tdjng-
scayenger.bunt (Elementary, Reading/Writing) posted by Steve
Ostby
- Insect Book Com rehension Activit
(Elementary, Reading/Writing) posted by Janice Cretin
- Reference Materials (Elementary,other) posted by
Karen Matthias • "Net the Whales" (Elementary,Science)
posted by CINDY
MILLER
- Iowa Leaders (Elementary,Social Studies) posted by Carol
Olson
- State of Matter Scaven er Hunt (Elementary,Science) posted
by Mike Bolick
- M State of the Union (Elementary,other) posted by Patricia
Shutters
- Awesome authors (Elementary, Reading/Writing) posted by
Connie Zeleny
- Using the Internet to Challenge Young Writers
(Elementary,Reading/Writing) posted by Pam Nichols and

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

Leanne Junko

- Scaven er Hunt-Holida s Around the World (Elementary,Social Studies) posted by Paula Banes
- Fro s and Toads Are Different But Still Friends (Elementary,Science) posted by Pamela Argotsinger
- Animal Scaven er Hunt (Elementary,Science) posted by Shelia Bullock
- All About Me - the teacher (Elementary,Reading/Writing) posted by Mayra
- Animal Classification (Elementary,Science) posted by Mary McDonald Poppin' w/Subtraction (Elementary,Mathematics) posted by Sue Mattison
- Fraction Pizza (Elementary,Mathematics) posted by Michael Schaffner
- Madeline and the Ma nificent Puppet Show_____ (Elementary, Reading/Writing) posted by Beverley Johnson
- Earth uakes (Elementary,Science) posted by Steve Ostby

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Fraction Pizza (Elementary, Mathematics) posted by Michael Schaffner • early.mjnj_ lessgns (Elementary, 4 Blocks) posted by deb • 4th of Jul fireworks (Elementary, Art) posted by Mindy
- Self Selected Readin Conference Forms (Elementary, 4 Blocks) posted by Sherri • fluent mini lessons to ics brainstormin and be innin s (Elementary, 4 Blocks) posted by deb • writin mini lessons BEGINNINGS (Elementary, 4 Blocks) posted by deb • writin be innin s mini lesson #6 (Elementary, 4 Blocks) posted by deb , fluent writin mini lessons ENDINGS (Elementary, 4 Blocks) posted by deb • writing mini lessons mechanics (Elementary, 4 Blocks) posted by deb • writin mini lessons WRITING FORA PURPOSE (Elementary, 4 Blocks) posted by deb • writing mini lessons style MANIPULATING LANGUAGE (Elementary, 4 Blocks) posted by deb
- writin mini lesson ORGANIZATION (Elementary, 4 Blocks) posted by deb , guided reading SNAKES (Elementary, 4 Blocks) posted by deb • Whales Reader's Theatre based on Gail Gibbor/s book Whales (Elementary, 4 Blocks) posted by deb • readers theatre Tack the Pen uin b Helen Lester (Elementary, 4 Blocks) posted by deb , guided readina using OWLS (Elementary, 4 Blocks) posted by deb
- Clifford Guided Readin Com rehension 4 blocks (Elementary, 4 Blocks) posted by deb stars and wishes conferencin in writin worksho (Elementary, 4 Blocks) posted by deb guided readin with Fro and Toad (Elementary, 4 Blocks) posted by deb
- Guided Readin usin Gail Gibbon's book Fro s (Elementary, 4

Egg Harbor City School District

Gifted and Talented On -Line Resources Lesson Plans and Activities

- Blocks) posted by deb • 1m ortant Poems to teach com
rehension (Elementary,4 Blocks) posted by deb more com
rehension activities (Elementary,4 Blocks) posted by deb still more
- com rehesion ativities (Elementary,4 Blocks) posted by deb.
- Word _____ Wall Activit List (Elementary,4 Blocks) posted
by Sally Olson
- Little Bear Guided Readin__ (Elementary,
Reading/Writing) posted by Laura
- All About Me Unit (Elementary, Reading/Writing) posted by
- Little Bear Guided Reading Unit (Elementary,4 Blocks) posted by
Laura
- _____ Penny _____ Mail _____ With _____ Buddies
(Elementary,Mathematics) posted by Amy Smith
- _____ \nertia (Elementary,Science) posted by Pam Terrell
- Get Read for School Charlie Brown!

(Elementary, Reading/Writing) posted by Sonya Kremer
- Map Skills (Elementary,Geography) posted by Kristi Watson •
- Character Education Literature List (Elementary,other)
posted by Amy Braman
- Meet Your Teacher (Elementary, Readingm./riting) posted by
Janna Williams
- Mapping-EgggoOurßgmmunjty (Elementary,Social Studies)
posted by Marcia Goudie
- The-Splat-E-LIA (Elementary, Reading/Writing) posted by RI-IL
- STXBall "Soft" Lacrosse (Elementary,Phys Ed) posted by Stuart
Gray
- Merr Christmas Writin Centre (Elementary, Reading/Writing)
posted by Tara Brennan
- Whats our luck number (Elementary,Mathematics) posted by
Rebecca

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- "Measure Hunt" 2nd Grade (Elementary,Mathematics) posted by Dawn Schurman
- Flying Saucer Math (Elementary,Games) posted by Carol Shelton
- MORE Primar Science Centers (Elementary,Science) posted by LuAnn Lawhon
- anatomy (Elementary,Science) posted by Jo Anne Martin
- Com lete Sentences (Elementary,Language) posted by Annie
- Learnin About Our Similarities and Differences (Elementary,Science) posted by Dr. Brian F. Geiger
- Teachin the Holocaust throu h the Arts (Elementary,Social Studies) posted by Nancy Adair
- Shapes (Elementary, Mathematics) posted by Sandy/K/MO
- Vocabulary Bingo (Elementary,Games) posted by Jeannie
- Apples Galore! (Elementary,Language) posted by Annie
- The Seasons (Elementary,Science) posted by Jennifer Passmore
- Guided Readin / Poetr Ideas (Elementary,4 Blocks) posted by Debbie
- Ocean/Fish (Elementary,other) posted by Christine
- Classrooms That Work cha ter three mailrin discussion (Elementary,4 Blocks) posted by deb
- Food Pyramid (Elementary,Science) posted by Leslie Holl
- BEARS Com iled from the web rin and other sources (Elementary,other) posted by Colleen:)/K-6
- Dolch Si ht Word Games - These have been com iled from all (Elementary,Computer) posted by Colleen:)/k-6
- Activities to reinforce and teach Si ht Words several (Elementary, Reading/Writing) posted by Sharon Hall

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Get your Snow People Here (Elementary, Literature) posted by Michelle Kornberger
- Classrooms That work chapter 5 maiiring discussion (Elementary,4 Blocks) posted by deb
- Classrooms That Work mailrin discussion ch 4 (Elementary,4 Blocks) posted by deb
- "21" with money (Elementary, Mathematics) posted by Carol

Egg Harbor City School District

Gifted and Talented On Resources Lesson
Plans and Activities
"Line

- , Think Aloud durin SSR Trum et of the Swans (Elementary,4 Blocks) posted by deb
- , The ressure of invisible air (Elementary,Science) posted by Patrick Fureman uided readin listenin /readin transfer (Elementary,4 Blocks) posted by deb guidedc-agjng=-listeningteagjngxansfer "main idea" (Elementary,4 Blocks) posted by deb
- Classrooms That Work cha ter 6 mailrin discussions (Elementary,4 Blocks) posted by deb listenin -readin transfer art 3 inferences (Elementary,4 Blocks) posted by deb
- Wrinkled Heart (Elementary,other) posted by Kelly Mueller Ba of Goodies Idea (Elementary,other) posted by Lea/KS
- Bag of Goodies (Elementary,other) posted by Lea/KS
- Observin a Bird's Nest (Elementary,Science) posted by Robin Carson
- Musical Chair Phonics (Elementary, Reading/Writing) posted by Robin Carson Button Unit (Elementary,Mathematics) posted by Paulie Schenkelberg
- First Grade First Grade What Do You See? (Elementary,Reading/Writing) posted by Linn McDonald uided readin discussion from summer 99 mailrin (Elementary,4 Blocks) posted by deb
- , The Teacher From the Black La oon and Others! (Elementary,Reading/Writing) posted by Todd D. Holt
- Foreign Languaae (Elementary, Language) posted by Karen Athey-Bradley

Egg Harbor City School District

Gifted and Talented On -Line Resources

Lesson Plans and Activities

● Makin Words with a twist! (Elementary, Reading/Writing) posted by Karen Athey-Bradley • dinosaur themed guided reading (Elementary, 4 Blocks) posted by deb .

• Dinosaur reports-4 blocks guided reading & focused writing (Elementary, 4 Blocks) posted by deb

● Listening /Reading Transfer - uided reading (Elementary, 4 Blocks) posted by deb

, Silver and the Magic Pebble (Elementary, 4 Blocks) posted by deb • mystic guage (Elementary, 4 Blocks) posted by deb

• all about me (Elementary, Language) posted by leslieK • Chicka Chicka Boom Boom (Elementary, Language) posted by

Coleen Cox

● ABC books (Elementary, Reading/Writing) posted by Sheri

● Sight words (Elementary, Reading/Writing) posted by Lisa

Haynes • count by ones (Elementary, Mathematics) posted by sherry ernst

● Guided Reading (Elementary, Reading/Writing) posted by Diana Sanchez

100% for Open House (Elementary, other) posted by Deb Hudolin

Number Days- Kindergarten (Elementary, Mathematics) posted by Elaine Magud

Math lessons to meet CA Standards • Kindergarten (Elementary, Mathematics) posted by Elaine Magud

Guided reading Three Little Pigs and wolf (Elementary, 4 Blocks) posted by deb

(Elementary, 4 Blocks) posted by deb

Frida Content Area Themed Lesson Strategies (Elementary, 4

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Blocks) posted by Lisa C

Sound Search (Elementary,Reading/Writing) posted by Marla Carter

(Elementary,Mathematics) posted by

Linda Wilson

Shiritori (Elementary, Language) posted by Thad Schmenk

The FI Swatter Game (Elementary,Language) posted by Thad Schmenk

Slap It (Elementary, Language) posted by Thad Schmenk •

AlQh@petLinezup (Elementary, Language) posted by Thad

Schmenk

- Apple2aELP-l@te2aJts (Elementary,Science) posted by Jen Teaching days of the week (Elementary, Reading/Writing) posted by Jacque • guided readina lesson using BATS (Elementary,4 Blocks) posted by deb

- guided reading "in the night sky" (Elementary,4 Blocks) posted by deb

- Chinese Multicultural Lesson (Elementary, Reading/Writing) posted by Alanna Woodworth • Chinese Multicultural Lesson (Elementary,Reading/Writing) posted by Alanna Woodworth • Stor Stew Teachin char (Elementary, acter lot and settin | Reading/Writing) posted by Sandy/PA/2

- How to travel across the countr without leavin our class (Elementary,Social Studies) posted by Shelley

- FL INGO (Elementary, Reading/Writing) posted by Shannon Stephens uided readin Stellaluna (Elementary,4 Blocks) posted by deb

Spelling-EX-ee-Thrg,,w (Elementary,Games) posted by Mary Schenewerk

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

Explore with Pumpkins (Elementary,Social Studies) posted
by

Nan Salsman

Learnin About Caldecott Winners (Elementary,other) posted by
Jerilyn Thornton

QQQpecatjye-êPAQjntments (Elementary,other) posted by
Lydia Warbrick

● Aliens (Elementary, Reading/Writing) posted by Cora
Carfagno • Patrick Henry's Persuasive essay
(Elementary,Social Studies) posted by Kelli Asman

● Science Debate for Kids (Elementary,Science) posted by
Brian Beckenstein

(Elementary,Music) posted by Omaira Serrano

Quiltin Your Wa to States & Ca itals (Elementary,Social
Studies) posted by Nancy Salsman

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Great resources for the music specialist & non-music teacher

(Elementary,Music) posted by Lisa Snow

Music available (Elementary,Music) posted by Lisa Snow
posted by Gabriella Gangi Amelia Bedelia (persuasive writing)

(Elementary, Literature) posted by Lori Mastrotillo

Libb Bloom Teachin Guide (Elementary,Literature) posted by
Susan Masters

Countries (Elementary,Social Studies) posted by Bernice

Palus Solders (Elementary, Reading/Writing) posted by

Sondra L. Nortz

Eg.pçgrn! (Elementary,Science) posted by Lisa Esposito

Writer's Workshop (prewriting) (Elementary, Language)

posted by Dianna Lee

American Quilts (Elementary,other) posted by Jennifer
Henderson

(Elementary, Reading/Writing) posted by

Laura

Unit Lesson on The Gin erbread Man

(Elementary,Reading/\Nriting) posted by Georgeann O'Connell

State Unit Studies (Elementary,Geography) posted by

Beverly Hernandez

(Elementary,4 Blocks) posted by deb

Forest Avenue Box Castles (Elementary,Phys Ed) posted by

Mark Housel

Label tables (Elementary,Reading/Writing) posted by D. Trevor

Makin Arra s for Multi lication (Elementary,Mathematics) posted

by Susan Smith gingerbread man glyph from Maibox magazine

(Elementary,Mathematics) posted by deb

(Elementary,4 Blocks) posted by deb

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Activit for the book A House is a House for Me
(Elementary,Literature) posted by Nancy Mead.

● .Com arin Christmases - Social Studies/Literature*
(Elementary,Social Studies) posted by Amanda Thompson

● Weather Patterns and Severe Weather Plannin
(Elementary,Science) posted by Adele Berger

Hit the Wall Ball (Elementary,Phys Ed) posted by Marcy Boyle

● RISE AND SHINE (Elementary,Music) posted by Tavis Minner

● Hibernation Son (Elementary,Science) posted by Kristin
Conradi

, The Earth's Atmos here (Elementary,Science) posted by Sara
I. Register

● SantaS race (Elementary,Mathematics) posted by Mark F, Mark
M, Rose W Setting -Grate 2 Writing/Reading (Elementary,4
Blocks) posted by Kathy C

Tacky the Penguin guided reading (Elementary,4
Blocks)
posted by deb

Penguins guided reading (Elementary,4 Blocks) posted by deb

● Ex_lorer Interviews (Elementary,Social Studies) posted by
Stacey Drucker

READING MUSIC IN ELEMENTARY SCHOOL

●
(Elementary,Music) posted by Jess Buice

● How Old is that Tree (Elementary,Science) posted by Cindy
Roter

● Word Study -- 'oo' words (Elementary, Reading/Writing) posted
by Grace Vyduna-Haskins

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

- Kinder arten Math Center Activities (Elementary,Mathematics) posted by Elaine Magud
- Calender Guessin Game (Elementary,other) posted by Becky Settlemoir
- Cloudy With a Chance of Meatballs (Elementary,Geography) posted by Susan Nixon • bingo sonle ideas (Elementary,Mathematics) posted by Sherrin • some ideas for a concentration/memor ame (Elementary,Mathematics) posted by Sherrin • number 'i saws (Elementary,Mathematics) Sherrin • Corduro Mini-unit (Elementary,Reading/Writing) posted by Susan Nixon
- S ider/Insect Unit (Elementary,other) posted by Susan Nixon • A Quilt is (Elementary,other) posted by Susan Nixon • imp.QJtant-p.Q.e.ms (Elementary,4 Blocks) posted by deb • quick way to learn about expository text (Elementary,4 Blocks) posted by deb
- Si ht Word Mania (Elementary,Language) posted by Janet Hill
- Oh Picasso! (Elementary,Art) posted by Terry Tunkel • From Seed to Plant (Elementary,Science) posted by Marcia Goudie
- Fun At the Farm (Elementary,Social Studies) posted by Marcia Goudie
- Wind Socks (Elementary,other) posted by Susan A. Smith • guide^d reading Uncle Elephan.t-by-Ar,,nQlg.LQPel (Elementary,4 Blocks) posted by deb
- Math lessons about mone (Elementary,4 Blocks) posted by deb
- JgunaLWLj.tjng Ideas (Elementary, Reading/Writing) posted by Linda Gallipoli
- Lifesavin Fractions (Elementary, Mathematics) posted by Jennifer Miller • qlphs - hat (Elementary,Mathematics) posted by for Patty from primary's chatboard • mitten-glyph (Elementary,Mathematics) posted by for JenSue from primary chatboard

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

- , Introducin Division Facts (Elementary,Mathematics) posted by Heather
- boat glyph (Elementary, Mathematics) posted by posted for Linda from primary chatboard • penguin-glyph (Elementary, Mathematics) posted by posted for Paula from the primary site chatboard
- Learning Nursery Rhymes (Elementary,Language) posted by Faye Jones
- Pizza Theme Day (Elementary,other) Elaine Magud • Las-Eltes-deLç.uer.p.Q (Elementary, Language) posted by Elsa Sosa-Glasford
- GLEphjng-QaJI).e (Elementary,Mathematics) posted by A.Gable
- Parts Of S eech Unit (Elementary,Language) posted by Colleen Gallagher
- Rgungjng (Elementary,Mathematics) posted by Patricia Goin
- Robert Munsch author stud (Elementary,Literature) posted by Lisa/2/CT
- Robert Munsch author stud (Elementary,4 Blocks) posted by Lisa/2/CT
- Martin Luther Kin (Elementary,4 Blocks) posted by Lisa/2/CT
- Abraham Lincoln (Elementary,4 Blocks) posted by Lisa/2/CT
- animals in winter (Elementary,4 Blocks) posted by Lisa/2/CT • Winter Make Words Lesson (Elementary, Reading/Writing) posted by Theresa Chappell
- Camping-vests (Elementary,Social Studies) posted by Gracie Currie
- Pa er Plate fun (Elementary,Mathematics) posted by Gracie Currie

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

, Taxation Without Representation (Elementary, Social Studies)

posted by Allison Bittner

Freedom Unit (Elementary, Social Studies) posted by Sally Dowell

Whole Class Journal Writing for the Day

(Elementary, Reading/Writing) posted by Robyn Jill Price

Son and Dance Man (Elementary, 4 Blocks) posted by Liz

Food Group / Nutrition for Pre-3 grade (Elementary, Health)

posted by Sharon

Planets activity for early elementary (Elementary, Science) posted by SHARON

Flower Vocabulary (Elementary, other) posted by Kathy Thomas

Comprehension Questions for Magic Tree House #13:

Vacation, (Elementary, Reading/Writing) posted by Jenna

• The Atlas (Elementary, other)

Sarah Bowman

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

(Elementary,Mathematics) posted by Donna Belk
Car Wash (Elementary,Games) posted by Stacey Sandrin
Prejudice Making "Good" and 'Bad" Generalizations
(Elementary,other) posted by Jean Van Vliet
A Working Vocabulary (Elementary,Reading/Writing) posted by
Marian Hanson
Dr, Martin Luther Kin Jr. (Elementary,Social Studies) posted
by Earle Ann Robinson
CQ!QLTag (Elementary,Phys Ed) posted by Thad
Schmenk IS,py (Elementary, Language) posted by Thad
Schmenk A da anese Version of Simon Says (Elementary,
Language) posted by Thad Schmenk
Bunchin Numbers (Elementary,Language) posted by Thad
Schmenk uided readin FROGS nonfiction (Elementary,4
Blocks) posted by deb
Teachin com rehension throu h oetr
(Elementary, Reading/Writing) posted by Erica .
Understandin the Fla and Other American S mbols
(Elementary,Social Studies) posted by Lorie King slaver unit/
viatelecommunications
ro•ect (Elementary,Social Studies) posted by Joan Gilliland
Animal Habitats (Elementary,Science) posted by Christine
ELISte£LQ@YI (Elementary,Literature) posted by Marianne Lenox
(Elementary,Reading/Writing) posted by
Karen Freeman
Who Wants to Be a Cand aire? (Elementary,Social Studies)
posted by Nancy Ritchie
"Inch b Inch" (Elementary,Mathematics) posted by Laurie Croft
word 'Wau chants' (Elementary,4 Blocks) posted by deb compiled
this list from mailring

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Character Talk Show (Elementary, Reading/Writing) posted by Kamilah Sevier

- Mesoamerican Postcards (Elementary, Social Studies) posted by amira Binnis

Bird's Nest (Elementary, Science) posted by Jennifer Smith

- Shake, Rattle and Roll (Elementary, Art) posted by Jennifer

- Tabloid Headlines (Elementary, Reading/Writing) posted by JSmith@AlternativeParenting.com

- Sound' Year 1 (Elementary, Science) posted by Ann Cavanagh
- filte ratin Ja anese into an Elementar School Pc DEF ;DLesson (Elementary, Language) posted by Thad Schmenk

How do I feel? (Elementary, Language) posted by Thad

Schmenk

- Branches of Government Windsocks (Elementary, Social Studies) posted by Susan A. Smith
- Native American Play (Elementary, Social Studies) posted by Brian Beckenstein
- Fraction Pizza (Elementary, Mathematics) posted by Shelby Burkholder
- Collection of S ace Theme oems and son s from mailrin s (Elementary, Reading/Writing) posted by Judy Hottman
- Collection of S ace Theme oems and son s from mailrin s (Elementary, Science) posted by Judy Hottman
- Buildin a Pioneer Cabin (Elementary, Social Studies) posted by Rebekah Good
- Scented Pla doh Reci e (Elementary, Art) posted by Robin

Egg Harbor City School District

Gifted and Talented On -Line Resources Lesson Plans and Activities

GLass

- [We are all STARS](#) (Elementary,other) posted by Stephanie
- [RapjZLMaghe-Eas.teLEgA-BasEe.t](#) (Elementary,other) posted by Lauren Murray
- [Proofreadin and Editin Marks](#) (Elementary, Reading/Writing) posted by Carissa Moungey
- [It's a Sale!](#) (Elementary,Mathematics) posted by Richard Filler
- [Word Smart](#) (Elementary,Science) posted by Karen Petersen
- [Capagjýy](#) (Elementary,Mathematics) posted by Esmeralda Lozoya
- [Puberty](#) (Elementary, Health) posted by Tehia Perretta
- [Water Cycle Outdoor Game](#) (Elementary,Science) posted by Brian Beckenstein
- [Useful Recipes](#) (Elementary,other) posted by Yamagata Prefecture, ALT Teachers
- [G.Q.figucg=oatteni-ng-exer.cise](#) (Elementary, Mathematics) posted by Rick Newell
- [Gofi ure Classroom Activit](#) revised (Elementary, Mathematics) posted by Rick Newell
- [Dinosaur Lesson Plan](#) (Elementary,Science) posted by Sam Shetty
- [What is Prejudice?](#) (Elementary,Social Studies) posted by Eric R. Vogelsang
- [The Solar System](#) (Elementary,Science) posted by Misty Davin
- [Pollution](#) (Elementary,Science) posted by Tracy Pangallo
- [El.QPaþ.IL?assage](#) (Elementary, Reading/Writing) posted by Talia Schneider
- [SLAVERY](#) (Elementary,Social Studies) posted by NATALIE

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

HAUBERT

- El.Q.p.abJy2ass.ag.e (Elementary, Reading/Writing) posted by Talia Schneider
- The La ers of the Rainforest (Elementary,Science) posted by Bethany Nichols
- alphabet fishing (Elementary,Language) posted by Jessica Lauer
- Aquatic Organisms (Elementary,Science) posted by Brad Dubetsky
- World War II (Elementary,History) posted by Andrew Katzmire
- The Food Guide P ramid (Elementary,Health) posted by Ron Spiering
- Spellball (Elementary,other) posted by Nicole Strack (Debbie
- Hearin Conservation (Elementary,Science) posted by Sarah Marie Balough
- A TOUR OF SATURN AND URANUS (Elementary,Science) posted by MISS JESSICA STOVER
- The Recent Explosion of Latino Music in America (Elementary, Language) posted by Keri Cotter
- Elements of a stor (Elementary,Literature) posted by Jessica
- Creating a Spring Book (Elementary, Reading/Writing) posted by Joseph J. Bires
- Fish Subtraction Game (Elementary,Mathematics) posted by Teri Martin
- Talented and Gifted rocess (Elementary, other) posted by .Cathy Reindl
- Phonics and Letter ID (Elementary, Reading/Writing) posted by Donita Schmitz
- Small buisness (Elementary,other) posted by Ocool

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Mitten Math Game (Elementary,Mathematics) posted by judy bussler
 - Letter of the Da (Elementary, Reading/Writing) posted by Teresa Joiner
 - Memory Books/compiled from ECE mailing (Elementary,other) posted by Djinn
 - Summer Home Learning Recipes for Parents and Children K-3 (Elementary,other) posted by Dr. Dorothy Rich; Richard W. Riley (U.S. Sec of Education)
- Bubble Da (Elementary,other) posted by Elaine Magud
- - A Novel Ending/ Closure Activity (Elementary, Reading/Writing) posted by Lisa Frase
- , Addin with cookies&kids also can be used w/ multi lication (Elementary, Mathematics) posted by J. S
- Project Postcard (Elementary,Social Studies) posted by Jodie Weddle
 - Favorite Poems Unit (Elementary,Reading/Writing) posted by Carolyn Barry
 - Observin Weather Usin the Internet (Elementary,Science) posted by Michelle Conroy
- Fantastic Flying Journey (Elementary,Social Studies) posted by Kim Cawelti
- C ber Safet (Elementary,Computer) posted by Raynee Sparks
 - Increasin Vocabular Usin Internet Connections (Elementary, Reading/Writing) posted by Kathy Nicholson
 - wi'd animal investi ation-habitat diorama (Elementary,Science) posted by Myra Wagner
 - Literature Book Bas (Elementary, Literature) posted by Marsha Boylan
 - GL:aphjng-Eun (Elementary, Mathematics) posted by Marcia

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Goudie

- Just-S.tLiDAjngw.AIQ.DA (Elementary,Music) posted by Susan Tapper
- Author of the Month (Elementary,Reading/Writing) posted by Jane Koele

Power of Color on Emotion (Elementary,Art) posted by Debra

•

F. Wesley

● Cultures in Texas (Elementary,Social Studies) posted by Jan Sanchez

● Mapping-a-garden (Elementary,Geography) posted by Gretchen Siembak

● Countin skills throu h mani ulative skills

(Elementary,Mathematics) posted by Lesley Montgomery •

Creative Dance - Element of Space (Elementary,Phys Ed) posted by Heather Benamati

● All About Frogs (Elementary,Science) posted by Dina Hallow

- Penns ivania Dutch Hex Si ns (Elementary,Art) posted by

Dawn Sabo'

● The solar s stem (Elementary,Science) posted by Jackie •

● Mexican Food (Elementary,Language) posted by Melissa Schack

● Water Safet (Elementary,Phys Ed) posted by Celeste Johnston

- Dail Graet)jngEytjies (Elementary,Mathematics) posted by Marcia Goudie

Water C cle (Elementary,Science) posted by Patrick Carr

• EDIBLE LANDFILL (Elementary,Science) posted by mary •

Las lant as (Elementary,Science) posted by Wilma Valentín Martínez

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Identificar combinaciones básicas de un solo dígito
(Elementary, Mathematics) posted by Elizabeth
- Adición (Elementary, Mathematics) posted by Luz M. Rosado González
- Gramática (Elementary, other) posted by Ana L. Velazquez Soto •
Figuras Geométricas Planas (Elementary, Mathematics) posted by Luz M. Rosado González
- "Has The Cat Got Your Tongue" (Elementary, Language) posted by Jacqueline C. Miller
- 180 Journal Topics (Elementary, Reading/Writing) posted by kook/4/MI
- Relationships in Geometry (Elementary, Mathematics) posted by jaime hess
- How Much is a Million? and Number Sense
(Elementary, Mathematics) posted by Carrie Srsic • Name and Word Scrabble!! (Elementary, Building Blocks) posted by Laura/K/TX • secQng-uadeurjtjngAessgns (Elementary, 4 Blocks) posted by deb
- Themes and Book Projects (Elementary, Building Blocks) posted by Debbie Harrison
- Mouse Paint (Elementary, Literature) posted by Claudia Baffle
- Transportation (Elementary, Social Studies) posted by Amy Kuklis
- Homo enous and Hetero eneous Mixtures
(Elementary, Science) posted by Lisa
- Music Building Blocks (Elementary, Music) posted by Richard
The H scale (Elementary, Science) posted by Kris Adler
(Elementary, 4 Blocks) posted by deb

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Glitter Germs (Elementary, Health) posted by Terry Sayre •
- Dyslexia (Elementary, other) posted by Lavonne Bailey •
- el tiem o las estaciones (Elementary, Language) posted by Helen Burdette
- Geometr Fun (Elementary, Mathematics) posted by Jaime Hess
- Predictable Chart/Sentence Building with "Goodnight Moon" (Elementary, Building Blocks) posted by Laura/K/TX
- Free Haiku-It's Elementar (Elementary, Language) posted by Jacqueline C. Miller
- Brief Histor of American Public Schools (Elementary, History) posted by Dr. Brian F. Geiger
- Rice is Nice (Elementary, Social Studies) posted by SuzAnne Payseur
- Name Activities (Elementary, Building Blocks) posted by Kim Ennis
- SSR teacher/student run conferences (Elementary, 4 Blocks) posted by Marguerite Lowak
- Bang (Elementary, Reading/Writing) posted by Melody Ingle •
- Playdough Touch Math (Elementary, Mathematics) posted by Amy Braun
- Identifying Nouns and Verbs (Elementary, Language) posted by Debbie Granger
- Flash (Elementary, Mathematics) posted by Aly
- Memor Game with a Smile (Elementary, Language) posted by Joan M. Diez
- Activities to Accom an The Three Bill Goats Gruff (Elementary, Literature) posted by Kathleen Carpenter, compiled from Early Childhood Chatboard
- If You Give A Mouse A Cookie (Elementary, Literature) posted by Marcia Goudie
- Book Re ort (Elementary, Literature) posted by Hannah Means

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Seekin French in Immersion (Elementary,other) posted by Michel Obadia
- Mar Wore Her Red Dress (Elementary,Building Blocks) posted by Deb Burns
- Readin Com rehension : The Great Kin
(Elementary,Reading/Writing) posted by Jiraporn Supising
- Treasures and Fingerprints (Elementary,social Studies) posted by Lynne Maragiano • chickachickaboombom -1st rade uided readin. (Elementary,4 Blocks) posted by Joseph Hauseman
- Guided reading grade one - Cat's Colors (Elementary,4 Blocks) posted by Joseph Hauseman
- Rubberband Calibration (Elementary,Science) posted by Bob Bromm
- Denise Flemin Lunch Ideas (Elementary,Building Blocks) posted by Debbie in VA
- Lesson Ideas for Galdone^l's Three Little Kittens
(Elementary,Reading/Writing) posted by Debbie in VA
- Famous Black Americans (Elementary,History) posted by Eugene Baker
- Shared Readin of Three Little Kittens (Elementary,Building Blocks) posted by Debbie in VA
- Button Sort: Literature Extension (Elementary, Literature) posted by Ann Tillotson
- Native Americans (Elementary,History) posted by Heather Wolfe
- Rememberin Continents and Oceans - Son s to sin s
(Elementary,Geography) posted by Erinn Harder • scarecrow !yp.h (Elementary, Mathematics) posted by From Primary board
- turkey glyph (Elementary,Mathematics) posted by from primary board
- Me usta s anish lesson (Elementary,Language) posted by Nan

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Integrating Health and Language Arts (Elementary, Language) posted by Sharilyn Bottorff
- The Measure: Teaching Basic Shapes (Elementary, Mathematics) posted by Juliana Galiyas
- The Five Senses (Elementary, Health) posted by Emily Zimmer
- The Food Pyramid and its importance (Elementary, Health) posted by Lisa Craig
- Patterns and Paper Weaving (Elementary, Art) posted by Juliana Galiyas
- Past Tense Verbs (Elementary, Language) posted by Jackie
- Butterfly Body Parts (Elementary, Science) posted by Amy Orvosh
- Estimation (Elementary, Mathematics) posted by Angela Brallier
- New England States (Elementary, Social Studies) posted by Steve Fenwick
- Winter survival kit (Elementary, Health) posted by Barbara
- Teaching of addition (Elementary, Mathematics) posted by Edwin Sokalski
- YegAjesxan@-Numbers (Elementary, Mathematics) posted by Emilie Thibodeau
- Characteristics of Africa (Elementary, Geography) posted by Emily Shreckengost
- A Poem with Health and Nutrition (Elementary, Health) posted by Molly Foreback
- Discover Your World (Elementary, Geography) posted by Jessica Wenner
- Love and Friendship (Elementary, Reading/Writing) posted by Stephanie Barry

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Rhythm of a Calender, Spanish and English (Elementary, Language) posted by Erin McAleer
- "Cloud with a Chance of Meatballs": DRA
(Elementary, Reading/Writing) posted by Shawna Smoker
- Ethnic Music (Elementary, Music) posted by Juliana Galiyas
- Parts of an Ecosystem (Elementary, Art) posted by Dan Lieberum
- Twelve Month Song (Elementary, Mathematics) posted by Carole Fenton
- Popcorn Day (Elementary, other) posted by Elaine Magud
- Teaching Activities with Music (Elementary, other) posted by Amber Schwanbeck
- Teaching Activities with Music (Elementary, Music) posted by Amber Schwanbeck
- Watercolor and Poetry (Elementary, Art) posted by Alyssa Shuey
- Guess the Card - Probability (Elementary, Mathematics) posted by Paul Brennan
- Random Money (Elementary, Mathematics) posted by Paul Brennan
- Do You See What I See? Patterns (Elementary, Mathematics) posted by Paul Brennan
- Patterns With a Budd (Elementary, Mathematics) posted by Paul Brennan
- Sinner Fairness (Elementary, Mathematics) posted by Paul Brennan
- Moving a Needle (Elementary, Music) posted by Stephanie

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Tree Diagram-Congruent Triangles (Elementary,Mathematics) posted by Paul Brennan
- Leaps and Bounds with Predicting (Elementary,Mathematics) posted by Paul Brennan
- Turkey Wreaths (Elementary,Art) posted by Christina Empfield
- Your Vote Counts- Grade 2 Adaptation (Elementary,Social Studies) posted by Joanne Guenther
- Seasons Collage (Elementary,Art) posted by Chung-Pei Chuang
- Art Gothic Architecture The Cathedral (Elementary,Art) posted by Blake
- Expressing Money (Elementary,Mathematics) posted by Nikki Friedl
- Protest Music of the 60's (Elementary,Music) posted by Kristen Rosendale
- Columbus- Thanksgiving lesson plan (Elementary, History) posted by Brian Pilkerton
- States and Shapes (Elementary,Social Studies) posted by Alicia Jill Martin
- Foot Theme Compilation of lessons and activities (Elementary,other) posted by Kathleen Carpenter on behalf of mailing & chatboard posters
- Learnin Short a and Long a sounds (Elementary, Reading/Writing) posted by Lisa Kosak
- Climate in Our Back Yard (Pennsylvania) (Elementary,Science) posted by Trent Kissinger
- Food Groups Class Book (Elementary,Health) posted by Julie Adams
- Food Groups Class Book (Elementary, Health) posted by Julie Adams

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Adams [Graphing Skittles](#) (Elementary,Mathematics) posted by Julie Adams
- [H.Q.QœS.hQ-QiSP-eJLI.ng](#) (Elementary,Language) posted by Sandy Mathews
 - [HAQ.P-:S.h.QQtSQÊJ.jng](#) (Elementary, Language) posted by Sandy Mathews
 - [What is stocks and stock exchan e market?](#) (Elementary,other) posted by Wen-Lan Hsieh
 - [What is stacks and stock exchange market?](#) (Elementary,other) posted by Wen-Lan Hsieh
 - ["Here Comes the Train"](#) (Elementary,Music) posted by Carrie M. Freer
 - [Greater Than-Less Than](#) (Elementary,Mathematics) posted by Alice Chrostowski
 - [Chemical bondin](#) (Elementary,Science) posted by Jenifer Jacobs
 - [Target Kicking](#) (Elementary,Phys Ed) posted by Bob Renzi
 - Rain Dance (Elementary, Music) posted by Jessica Wolcott
 - [Zoo anirnal facts](#) (Eiementary,Reading/Writing) posted by Danielle McCaslin
 - [How Different Are We from Other Students](#) (Elementary,Mathematics) posted by Brandy McClellan
 - [Pre ositions](#) (Elementary,Reading/Writing) posted by Amber Karllo
 - [Recegnjzing-HjgEandLQLE.jtgh](#) (Elementary,Music) posted by Carly Solazzo
 - [Rain Dance](#) (Elementary,Music) posted by Jessica Wolcott
 - [Stress Mana ement](#) (Elementary, Health) posted by Melanie S.Perfetti

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Insects and S iders of Great Smoky Mountains National Park (Elementary,Science) posted by Judy Dulin
- Maps-b.OuLEyecygay-Uyes (Elementary,Social Studies) posted by Joanna Santilli
- Narrative Therapy (Elementary,Language) posted by Caitlin Naginey
- 'Dear Zookee er" (Elementary,Language) posted by Stephanie
- The Solar S stem (Elementary,Science) posted by Cortney Swigart
- Fire Safet (Elementary, Health) posted by Cara McKenna
- Health,LEatjng (Elementary,Health) posted by Barry Schrengost
- Buildin Blocks of a Stor (Elementary, Language) posted by Heather McCunn
- My2et (Elementary, Reading/Writing) posted by Cortney Swigart
- Fun with Greater or less in Math (Elementary,Mathematics) posted by Bronwyn maggi
- I didn't know know that ou can dum hi her on the moon? (Elementary,Science) posted by Bonnie Rice
- Teaçbjngfiagtjg.ns gasily (Elementary, Mathematics) posted by Jamie Leigh
- Book Proiects: The Cay (Elementary, Reading/Writing) posted by Donna Ransdell
- Understandingfflt±Question Forms (Elementary,Language) posted by Pam Gwynn
- Animals in Winter - part 2 (Elementary,Science) posted by Lisa/3/CT
- Goin Bu A unit of ideas! (Elementary,other) posted by Jill/K/OK
- Paddle-tcHheSea (Elementary, Literature) posted by Cyndi Goff

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Nurse da (Elementary, other) posted by Pat Ritter
- Math Graph Center (Elementary, Mathematics) posted by Chris Organek
- The Mitten, By Jan Brett (Elementary, Literature) posted by Mrs. Jones
- Shared Reading : Mrs. Wish Wash
(Elementary, Reading/Writing) posted by Debbie Harrison •
Guided Reading : Rosie's Walk (Elementary, Reading/Writing) . posted by Debbie Harrison
- Detective (Elementary, Phys Ed) posted by Mary Unger • ole
(Elementary, Science) posted by ole hansen • Shared Reading :
Mrs. Wish Wash
(Elementary, Reading/Writing) posted by Debbie Harrison
- The Mitten (Elementary, Mathematics) posted by Peggy • Twenty-four
(Elementary, Mathematics) posted by Melissa Gonzales
- The Mitten Jan Bret (Elementary, Literature) posted by Mary Lanthorn
- Hel with Multi lication Facts (Elementary, Mathematics) posted by Kim Hunt
- Dictionar Game (Elementary, Language) posted by TW Main
- Com are and Contrast Usin Venn Dta rams Miss Nelson is Miss (Elementary, Literature) posted by Jennifer Conrad
- Com ound NNords-Cloud with a Chance of Meatballs
(Elementary, Literature) posted by Jennifer Conrad
- Long Division Tip "Daci Mom, Sister, Brother"
(Elementary, Mathematics) posted by Mrs. Jennifer Stoklosa •
Mean, Mediam Mode, & Range. The MMR Rap
(Elementary, Mathematics) posted by Mrs. Jennifer Stoklosa
- Teachin 1m ro er fractions to mix number

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

(Elementary,Mathematics) posted by Malacha Frazier • US-
QeggI@2hY/Pemographics/Culture (Elementary,Geography) posted
by terri haselton

● Calculatin total holes of a net (Elementary,Mathematics) posted
by Arvind Upadhyay

, Calculating total holes of a net (Elementary, Mathematics) posted
by Arvind Upadhyay

• Hawaii unit (Elementary,Social Studies) posted by Jamie
Eamon

• Dead Ball (Elementary,Reading/Writing) posted by Lee Ann
Gardner

• Man Overboard (Elementary,Phys Ed) posted by Sandy
Reeves

• Moiras Birthda b Robert Munsch (Elementary, Literature)
posted by Rebecca Chesnick

● Moiras Birthda b Robelt Munsch Lesson 2

(Elementary,Literature) posted by Rebecca Chesnick

Panda Poetry Day (Elementary,Reading/Writing) posted by
Marissa King

● Writin usin S eech Bubbles in kinder arten or r. 1

(Elementary,Reading/Writing) posted by Kathleen Carpenter

Math Word Problems 4th-5th Grade

(Elementary, Mathematics) posted by Vickie • ico«

fermi zelch (Elementary,Games) posted by Christy

● Three Letter Game (Elementary,Games) posted by Christy •

Sill Sentences (Elementary,Reading/Writing) posted by Sandy
Scarborough

● EQEœQjnLRhY.mj.DA (Elementary, Reading/Writing) posted by
Sandy Scarborough

● "Guess My Word" (Elementary,4 Blocks) posted by sandy
scarborough

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Community Helpers Guess Who (Elementary, Social Studies) posted by Becky and Charlotte
- Guided Reading : Mrs. Wish Wash (Elementary, Building Blocks) posted by Debbie Harrison
- None (Elementary, Reading/Writing) posted by Ian Everitt Who wants to be a Musician? (Elementary, Music) posted by Jill Jackson
- The Magic Tree House (Elementary, Language) posted by Alyson Gelinis
- Perimeter (Elementary, Mathematics) posted by Sharon
- Pick - a - Page G.R. activity : Two of Everything (Elementary, 4 Blocks) posted by Stacy Dunn
- Creating-a-StQCY (Elementary, Reading/Writing) posted by Shalynn Reinhardt (I am an EMU student.)
- WildLife and Pollution (Elementary, Science) posted by Shalynn Reinhardt (I am an EMU Student.)

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Domesticated or Non Domesticated (Elementary,Science) posted by Juliana Galiyas
- Plant eater Meat Eater or both? (Elementary,Science) posted by Juliana Galiyas
- A Dream Vacation (Elementary,Social Studies) posted by Robin Russell
- Wildlife and Pollution (Elementary,Science) posted by Shalynn Reinhardt (I am an EMU student.)
- -at word famil (Elementary, Language) posted by angi tompkins
- Math (Elementary, Mathematics) posted by Kathy •
- test (Elementary,Science) posted by test
- Character Education (Elementary,other) posted by Kandi Permann • Character Education (Elementary,other) posted by Kandi permann
- Estimatin Prices (Elementary, Mathematics) posted by Rebekah Manwiller
- Choose and Use (Elementary,Reading/Writing) posted by Rebekah Manwiller
- Action Words (Elementary,Reading/Writing) posted by Sarah Gaynier .
- Bin o! I know! (Elementary,Reading/Writing) posted by Angie Reninger
- Warm-up/Time Filler activit (Elementary,other) posted by Lindsay Paterson
- Alphabet Book (Elementary,Computer) posted by Kristen Anders
- , Let's Talk Birds! (Elementary,Science) posted by Charity Carpenter
- Extra! Extra! Read all about it! (Elementary,Language) posted by Tara Powell .

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

● Callin All Texans (Elementary,Social Studies) posted by Pat Skelton

• We're Alike But Different (Elementary,Reading/Writing) posted Pat Skelton

● Green E_s And Ham Scaven er Hunt (Elementary,Computer) posted by Dorie Johnston

● ShQüll-yguDLQA (Elementary,Computer) posted by Dawn Evans

● Word Tree (Elementary, Language) posted by Heather R. Beutler

● Which word has the sticker (Elementary,Games) posted by Thekla

● A Stor About Me (Elementary,Computer) posted by Dana Bock

● Word Wall Hide & Seek (Elementary,Reading/Writing) posted by Ann Robinson

Past Tense Verbs (Elementary,Language) posted by Tania Yap

•
● Shopping-with-Money (Elementary,Mathematics) posted by Tania Yap

Instructions (Elementary,Mathematics) posted by Tania Yap

•
● Instructions (Elementary,Language) posted by Tania Yap
probability unit - grade one (Elementary, Mathematics) posted by Jennifer Altman and Hana Motozono

● Animals in the Almanac (Elementary, Reading/Writing) posted by Christina Barrons

● Boxcar Children Dictionar (Elementary,Literature) posted by Ann Chapman

•
• Rainbow nouns (Elementary,Language) posted by Marcia Goudie

● Qlçtj,QEILQ..iA (Elementary,Reading/Writing) posted by Holly Mohler

by

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- When I Grow Up,.. (Elementary,Reading/Writing) posted by Rebekah Manwiller
- The-Nj.t.tLEjftY (Elementary,Social Studies) posted by Rebekah Manwiller
- Sailina% Sailing (Elementary,Reading/Writing) posted by Rebekah Manwiller
- Nonsense Nouns (Elementary,Language) posted by Rebekah Manwiller
- Clozin the Deal on Arbor Da (Elementary, Reading/Writing) posted by Meredith Gbur
- Star Readers (Elementary, Reading/Writing) posted by Jena
- Click. Clack MOO' Cows That T e (Elementary,Language) posted by Louanne Jones
- Readers' Theater: Click Clack Moo• Cows That T e (Elementary,4 Blocks) posted by Louanne Jones
- Frog and Toad original story (Elementary, Reading/Writing) posted by Michelle Fasbender
- Animal Web Pa e (Elementary,Science) posted by Barb Kingsbury
- intermediate author studies (Elementary, Reading/Writing) posted by leeann story
- Guided Reading Weekly Plans with Traditional Stories (Elementary,Building Blocks) posted by Debbie in VA
- Name Recognition Kinderaarten (Elementary, Reading/Writing) posted by Toni/K/KY
- rubric for famous people in the state (Elementary,4 Blocks) posted by Lois Driggers
- 1800-1860 research (Elementary,Social Studies) posted by Lois Driggers
- Book talk discussions (Elementary,4 Blocks) posted by Lois Driggers

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Cell Scaven er Hunt (Elementary,Science) posted by Lois Driggers
- Cell Scavenger Hunt (Elementary,Geography) posted by Lois Driggers
- State Research (Elementary,Geography) posted by Lois Driggers
- Word wall sticks (Elementary, Reading/Writing) posted by Carolyn Stewart
- Fin er Twister (Elementary,4 Blocks) posted by Carolyn Stewart
- Complete-program: singing & dance (Elementary,Music) posted Nancy Genys

Gifted and Talented On-Line Resources
Lesson Plans and Activities

, I Am Special (Elementary,other) posted by judy hogan •
Abuep guided reading four blocks way (Elementary,4 Blocks)
posted by kathy/NH

Lessons Category — Middle School

• Football based unctuation lessons.

(middle,English/Grammar/Reading) posted by Chuck Memering •
Findin the Surface Area of a S here (Middle,Mathematics) posted by
Delbert Griffith

● Vocabular Review (Middle,Reading/Writing) posted by Jen
Dawes

● Themes in "Romeo and Juliet" (Middle,Literature) posted by
Kathy Schwanfelder

, V-Da Friendshi Poems (Middle, Reading/Writing) posted by Kristina
Howlett

Ke boardjnglApp.ljEtjg.n (Middle,other) posted by Tim Reynolds

•
● Julius Caesar (Middle, Literature) posted by Pratt

● I-Search Pa er (Middle,Reading/Writing) posted by Jean M. Davis

● Measurin with water (Middle,Science) posted by Juan Luis
Passarelli

Kid Pix Around the World (Middle,other) posted by Lee A.

•
James

• CAREER ADVENTURE (Middle,other) posted by RACHEL JOHNSON
problem solving (Middle,Mathematics) posted by Mike Allison

• Chemical Reaction in a Ba (Middle,Science) posted by
Michael H. Edmondson

Egg Harbor City School District

Gifted and Talented On -Line Resources Lesson Plans and Activities

- Creating a Colony (Middle, Social Studies) posted by Nancy K. Graham
- Density (Middle, Science) posted Games by Sulan Dun
- Middle School Language Arts (Middle, Language) posted by T. Hyman
- Middle School Language Arts (Middle, Language) posted by T. Hyman
- Creative Group Journal Review (Middle, Social Studies) posted by Sarah M. Cass
- Making Culture Concrete (Middle, Social Studies) posted by Sarah M. Cass
- Chemical Reaction (Middle, Science) posted by Donnie Bradshaw
- Clever Levers (Middle, Science) posted by K Jackson
- The psych. QJQALQLCgJQJ-ang. Soung (Middle, other) posted by Kristen Kohli
- Chemical Reactions (Middle, Science) posted by A. Burse
- Scientific Method using M&M's (Middle, Science) posted by Kim George
- Surface tension on coins (Middle, Science) posted by Craig Hunter
- What If a Person Never Quit Growing ? (Middle, Science) posted by Craig Hunter
- Setting up an Enrichment System (Middle, other) posted by Barry Schwartz

by

Egg Harbor City School District

Gifted and Talented -Line Resources Lesson Plans Activities

- Sonics Math (Middle,Mathematics) posted by Kaleb Allinson • Fraction Sandwiches (Middle,Mathematics) posted by Kaleb Allinson
- T..hÊ-Q.d.Y.ssey (Middle,Literature) posted by S. Webb • "Showtime at the A 0110" (Middle,Reading/Writing) posted by Yolanda S. Brown
at the A 0110" com ● "Showtime lete lesson
(Middle,Reading/Writing) posted by Yolanda S. Brown • Introduction to Telecommunications (Middle,other) posted by Dawn Brinson
- Writin and Publishin on the Web (Middle,other) posted by Dawn Brinson
- An Introduction to Search En ine (Middle,other) posted by Carrie K. Tibbs
- Lookin at the 19606 via Rock n' Roll (Middle,Social Studies) posted Marla Davis

On
and

- Makin a Multicultural Brochure (Middle,Social Studies) posted by Annejeanette Washington-Wooten
- Success Leaves Clues... (Middle,other) posted by Karl Davidson
- Science Works An alternative Science Fair (Middle,Science) posted by Amy S. Hirst
- Remote Access On-line Real-time Science Ex eriment (Middle,Science) posted by Diana Foster

Egg Harbor City School District

Gifted and Talented On -Line Resources

Lesson Plans and Activities

- English Portfolio (Middle,Literature) posted by Connie
- Science Works An Alternative Science Fair (Middle,Science) posted by Amy S. Hirst
- A game to sum up the end of a book (Middle,Games) posted by Holly Lovig
- Short Stories and Sitcoms (Middle, Literature) posted by Carianne
- How-To Activit (Middle,Reading/Writing) posted by Cherri Taylor
- Makin A Wet Cell Batter (Middle,Science) posted by John Frassinelli
- Na ano Oi m ics - A Thematic Unit (Middle,Geography) posted by Warren Dickerson
- Eamjly Database usin Microsoft Works-Windows (Middle,other) posted by Steve Finegan
- Creative Ex ressions: Phase Chan es (Middle,Science) posted by Michael H. Edmondson
- Animal Farm (Middle,Reading/Writing) posted by sue hunt
- Anne Frank intro (Middle,Literature) posted by Allison Judge
- Heat and electrical resistance (Middle,Science) posted by D. Dauber
- Density of Liquids (Middle,Science) posted by Travis Huber
- Geror ia ('Keefe (Middle,Art) posted by Heidi Gullion
- JFK and MLK Jr. (Middle,History) posted by Gretta Hug
- Minnesota Floor ma (Middle,Geography) posted by K. Van Overschelde
- Individual Novel Readin (Middle, Reading/Writing) posted by Christopher Aube

by

Egg Harbor City School District

Gifted and Talented -Line Resources Lesson
Plans Activities
and

- , Plannin A Wardrobe (Middle,other) posted by Tammy Ramey
- THEN AND NOW (Middle,Reading/Writing) posted by Paula T home and Kathy Millett
- The Giver (Middle,Literature) posted by Robin Shreeves • An Internet Activit for The Introduction Of The Civil War (Middle, History) posted by Robert Gifford
- "No News Like Ancient News" (Middle,Reading/Writing) posted by Douglas L. Johnson
- Central America Grou Ma Pro•ect (Middle,Social Studies) posted by Cindy Hopkins • measurin radius and circumference (Middle, Mathematics) posted by tina hardy
- , T-Shirt Letterin (Middle,Mathematics) posted by L. G. Johnson Pro
- ortion and Me (Middle,Mathematics) posted by Nichole . Saulsberry
- The P.Od Box (Middle,other) posted by Michelle Tuchman • Another way to review usina Jeopardy (Middle,History) posted by Jill Klein
- Book In A Cou le of Da s—Year of 1m ossible Goodb es (Middle,Social Studies) posted by Janet Stout
- Vocabular review (Middle, Language) posted by Kim Penrod
- Colon Brochure (Middle,Social Studies) posted by Judy Rieke
- Addition Practice (Middle,Mathematics) posted by Jacque Traffas
- Global Education for Ke boardin Russia 1997 (Middle,other) posted by Barbara S. Clarke
- Algebra game, pre algebra to algebra 1 (Middle, Mathematics) posted by Stephen Carr
- Brainstormin (Middle,Reading/Writing) posted by David F. Minnici

Egg Harbor City School District

Gifted and Talented -Line Resources Lesson Plans Activities

- The Giver (Middle,Literature) posted by Nicola Kuhn .
- Investigating Forces Mini-labs (Middle,Science) posted by kayenta .
- Effect of Height on Potential Energy (Middle,Science) posted by Kayenta

and

- Mini-labs on Newton's Laws (Middle,Science) posted by Kayenta
- Folktales From Around the World (Middle, Reading/Writing) posted by Libby L. Powell
- Geometry and Gumball (Middle,Mathematics) posted by Gisele Glosser
- Five Themes of Geography Cooperative Group Activity (Middle,Geography) posted by Janet Stout
- Culture Boxes (Middle,Geography) posted by Janet Stout .
- Snowfall Statistics for Snowboarding (Middle,Mathematics) posted by Sue (Weiss) Green
- Earthquakes and Volcanoes (Middle,Science) posted by Mike at Central
- Activities for Day of the Dead (Middle,Language) posted by Paige Gilbert
- Mexican Version of The Night Before Christmas (Middle,Language) posted by Paige Gilbert
- Qeybug-an-Experiment (Middle,Science) posted by Jennifer B. James
- Multiplication & Division Word Problems Bilinual (Middle,Mathematics) posted by Josh Michtom
- Silent Jeopardy Review (Middle,Social Studies) posted by Mike Larson
- The Rosetta Stone (Middle,Social Studies) posted by Mr. Shannon Babbie

Egg Harbor City School District

Gifted and Talented -Line Resources Lesson Plans Activities

- PO corn Action (Middle,Language) posted by Digna Artiles •
Usin the Internet for Grammar Exercises (Middle,Language)
posted by Paige Gilbert
- Proficienc test Review or an test review (Middle,History) posted
by Sarah E. Taylor
- DONDE VIVES? (Middle,Social Studies) posted by YADIRA
CRUZ • introduction to lord of the flies (Middle, Literature)
posted by Elizabeth
- Inte er Subtraction (Middle, Mathematics) posted by Dave
Kennedy

On
and

- Human Skeletal S stem (Middle,Science) posted by Sue
Jankowski
- Usin Newton\s Laws with 2 Liter Bottle Rockets
(Middle,Science) posted by Joel Moore
- The New Deal (Middle,Social Studies) posted by Richard
Atkinson
- Famous S anish Person (Middle,Language) posted by T.
Richmond
- Pets in S anish (Middle,Language) posted by Laura Randolph
- Introduction to "Julius Caesar" (Middle,Literature) posted by
Yvette Roberts • clever lever
(Middle,Science) posted by buffyty
- Runnin a Business (Middle,Computer) posted by Gabrielle
Cronin
- Creatina a Business (Middle,Computer) posted by Liz Scholer •
Book Review of an Historical Novel (Middle,History) posted by
Paul Carlin

Egg Harbor City School District

Gifted and Talented -Line Resources Lesson
Plans Activities

- Con-uation Races (Middle,Language) posted by Ellizabeth A. Ashley
- Introduce ourself (Middle,Language) posted by I-Chien
- Chen Magnetic Lines (Middle,Science) posted by Clint Miller
- How Do You Know You Won't Like It? (Middle,Social Studies) posted by Patrick Emerson
- Smokin and the Advertisin industr (Middle,other) posted by F Jacob
- P..u.e.t-S.h.Q.w,, (Middle,other) posted by Rainbow Brite
- USJ)LTheInternet to Su ort Instrumental Music Standards (Middle,Music) posted by Mary Jo Mallon
- Foltales around the World (Middle,Reading/Writing) posted by Elaine Suvak, Reading Specialist, Secondary English
- Be A Music Investi ator (Middle,Music) posted by Kelly Duhrkopf
- p.esuasjye-es.say (Middle, Reading/Writing) posted by wanda parker
- Follow instructions Scaven er Hunt (Middle,other) posted by Cindy Sanders and Tina Ford

On and

- Effects of lead poisoning on the human body (Middle,Science) posted by Eldo R. Moeller
- The Value of Music (Middle,Music) posted by Julie Anderson
- African American inventors (Middle,History) posted by Carol Ann York
- Blank Board Fill-In (Middle,other) posted by Chad Stephenson
- Romeo and Juliet News a er (Middle,Literature) posted by Carli Francois

Egg Harbor City School District

Gifted and Talented -Line Resources Lesson
Plans Activities

- Ecology Minded Garbage Plants (Middle,Science) posted by Mimi Weitz
- Portrait Drawin (Middle,Art) posted by Renita Dolan
- Oral Presentation for Chosen Career (Middle,Language) posted by Sharon Gatewood
- Hot Do Stand: The Works CD (Middle, Mathematics) posted by Denise Aalderks and Dennis Rokusek
- Narrative Writing Lesson (Middle, Language) posted by Ed Glaser
- Art and Artists (Middle,Art) posted by M.J. McCollum
- Virtual Soanish Museums (Middle,Language) posted by Paige Gilbert Galt
- Native American Le ends Folk Stories and Tales (Middle, Reading/Writing) posted by Doris A Hill • How to Write A+ Essays! This REALLY WORKS! (Middle,Reading/Writing) posted by Alyson Schenker •
- Element Idenification While Watchin Fireworks (Middle,Science) posted by Mark Sylvestre
- Candle" (Middle,Reading/\Nriting) posted by Jan Buchanan
- Brin Your Character in a Ba Animal Farm (Middle, Literature) posted by Patricia Carter
- Presidential Fact Find (Middle,Social Studies) posted by Mike Renzi
- What a Character! (Middle, Literature) posted by Ivy Mermelstein

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Handboiler Lab (Middle,Science) posted by Walter L. March

• What a Character! (Middle,Literature) posted by Ivy Mermelstein

• Neu.s.EE12Q.e.m.s (Middle, Reading/\Nriting) posted by Patricia Carter

• ail purpose lab sheet (Middle,Science) posted by Walter L. March

• all purpose lab sheet. (Middle,Science) posted by Walter L.

March

• Who's the Greatest? (Middle,other) posted by Joe O'Brien

• Current Events Covera e Com arison (Middle,Social Studies) posted by Dianne McTamney

Camera Obscura (Middle,other) posted by Joe McDonald Using

• the Internet to Learn the Internet (Middle,Computer) posted by Melinda Weckerly

• T-echng!ggy.ang-geog.cap.hy (Middle,Geography) posted by Eric Sapp

• Develo in a Class Constitution (Middle,Social Studies) posted by George Cassutto

• Blast Off to Learnin (Middle,Science) posted by Kevin Goff

ABC Book Publication (Middle,Literature) posted by Ms. C.

• Metric Estimation Game (Middle,Science) posted by Marti Andreski

• Geor e Washin ton in Penns Ivania #1 (Middle,Social Studies) posted by Pennsylvania Cable Network

• Periodic Poetr (Middle,Science) posted by Roxanne Plaskon

• Thinkin About Newton's 1st, Law (Middle,Science) posted by Ben Rogers

• Short stor framework (Middle,Literature) posted by Darren Coxon

• M &M Percents (Middle,Mathematics) posted by Eric Bushong

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

, The Pottery Project (Middle, Social Studies) posted by Joseph
Maiello Energy Conservation (Middle, Mathematics) posted by
Cynthia

Addison

- Inventing the Future (Middle, History) posted by Ildi Morris
- Native Americans (Middle, Science) posted by j savage
- , Verb/S non m Connection (Middle, Reading/Writing) posted by
Cornelia Zaremsky
- Predictina With Playing Cards (Middle, Mathematics) posted by
Bruce Lemoine
- Summe.LS.Q.ng-Te.a.g.hjng-ßujde (Middle, Literature) posted by
Susan Masters
- Another Pers ective on Events in the Annex (Middle, Literature)
posted by Judith Talley
- Fast Food iin Our World (Middle, other) posted by Thomas Meloy
- Word Problems: Cuttin to the Chase (Middle, Mathematics)
posted by Steven Hess
- , Ad"ectives Dorü "Puzzle" Me! (Middle, Language) posted by JP
- , Short Story/Suspense (Middle, Reading/Writing) posted by Erik
Francis
- What is it...a trianale? (Middle, Mathematics) posted by Mark
Blackburn

Paragraph Writing- A Simple Lesson for Success

- (Middle, Language) posted by Karen Kay
- Poetr Presentation (Middle, Literature) posted by Amy
Vanderscheuren
- Findin the Northwest Passa e (Middle, History) posted by Susan
Reinhiller

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Adapted "A Christmas Carol" (Middle, Reading/Writing) posted by M. O'Driscoll
- Fraction Mobile (Middle, Mathematics) posted by Angie Grimes
- Classical Period: Understanding Four-bar sequences (Middle, Music) posted by J. Chad Green
- Magazine Unit (Middle, Reading/Writing) posted by Deb Burton
- Posters by Linda S. L. Johnson-Eishy (Middle, Art) posted by Cheryl Bobo
- Superheroes (Middle, Art) posted by nêrãSêrn
- Anticipatory Set Lesson for First Day of History Class (Middle, History) Ivie Mida
- Space Presents Problems (Middle, Computer) posted by Melissa Cole
- Lord of the Flies: Law and Order (Middle, Literature) posted by Maeve T. O'Driscoll
- Symbolism in Lord of the Flies (Middle, Literature) posted by Maeve O'Driscoll
- The Block Game (Middle, Language) posted by Thad Schmenk
- Human Genetics (Middle, Science) posted by Jean Provine
- Student Skills Unit Plan (Middle, other) posted by Virginia Y. Martin
- Student-wise Test Smart (Middle, other) posted by Virginia Martin
- Student-wise Test-Smart (Middle, other) posted by Virginia Martin
- CQJ.PS-QtDjS.QQY-e.!Y (Middle, History) posted by David McHugh
- Middle, Literature posted by Kristi
- Impressed with 1m (Middle, Art) posted by Virginia Martin
- ressionism (Middle, Literature) posted by Barbara Edwards
- Tornado Unit Plan (Middle, Science) posted by Virginia Martin
- The Power of Poetry (Middle, Computer) posted by Pamela D. Laurenzi

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Georgia O'Keeffe (Middle,Art) posted by Virginia Martin •
Presidents of the United States (Middle,Social Studies) posted
by Pamela D. Laurenzi

● Who am I? (Middle,Language) posted by Thad Schmenk •
Find in the circumference even the radius

(Middle,Mathematics) posted by Mitch

● Lookin at the Old South: Music and Culture (Middle,Music)
posted by Virginia Martin • Self-Esteem through Literature
and Music (Middle, Music) posted by Virginia Martin

● History Hall of Fame (Middle,Social Studies) posted by
Annejeanette Washington-Wooten

, A Clue for Ke boardin (Middle,Computer) posted by Stacey Knepper
Positive Words (Middle,other) posted by Cecilia Harris

● furniture and homes (Middle,other) posted
by Maryann Schlesinger

● The experiment about Newton's first law.
(Middle,Science) posted by Kyungsun Choi

• Usin Power Point in the Classroom
(Middle,Computer) posted by Deborah Lutz

, Book Report for Accelerated Students
(Middle,Reading/Writing) posted by Patricia
Emmett

● What is it about? (Middle,Language) posted
by Yamagata

Prefecture, ALT Teachers

● A Teachers Job in TV Terms
(Middle,Language) posted by
Amy Hodges

Egg Harbor City School District

Gifted and Talented On -Line Resources Lesson Plans and Activities

- Grocery-Sheppjng-aneu.u-dgeting (Middle,other) posted by Kelly Majeski
- Grocery Shopping and Budgeting (Middle,other) posted by Kelly Majeski
- Egy.ptj@.n-MuJtjúatjg.n (Middle, Mathematics) posted by Adam M. Ritchey
- Nutrition (Middle,HeaIth) posted by Jason Persing
- Mousse au Chocolat (Middle,Language) posted by Jessica Geletka
- The Human Heart (Middle,Science) posted by Michelle Price
- The Underground Railroad (Middle,History) posted by Lauren Boyd
- Control Tower (Middle,Language) posted by Thad Schmenk
- Pass the resent (Middle,Language) posted by Thad Schmenk
- Where are ou from? (Middle,Language) posted by Thad Schmenk
- The Cold War The 1950's (Middle,History) posted by Mary Cooksley
- Introducin Me with scanned hoto (Middle,other) posted by Michele E. Collison
- Small buisness (Middle,other) posted by Ocool
- poem "A Piper" by Suemas O'Sullivan (Middle,Language) posted by Humayun Mujahid
- Rome (Middle,History) Nicqhole-Danyelle Wright
- dair farmin in new zealand (Middle,Geography) posted by katie mccully

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

- Acquired Island Project (Middle, Social Studies) posted by Lara Brown
- The Sistine Chapel Painting Project (Middle, Social Studies) posted by Tracy Puffer
- Cultural Aspects for Spanish in America (Middle, Games) posted by Carmen G. Garcia
- Journal Jars (Middle, Reading/Writing) posted by Heather
- What's Your Favorite Color? (Middle, Science) posted by James Sprau
- Reading-the newspaper (Middle, Reading/Writing) posted by Kris Olson
- Brochure of African Countries (Middle, Geography) posted by Jessica Fichter
- Locs for beginning LS (Middle, Mathematics) posted by Lesley Wright
- Stats on Reduced-Fat (Middle, Mathematics) posted by Shawn Moorhead
- Visual representation of Reduced Fat (Middle, Mathematics) posted by Shawn Moorhead
- Weight/Mass (Middle, Mathematics) posted by Jose M. Mejias Rivera
- Ocean Unit (Middle, Science) posted by Liz Sanford
- Famous Scientist Wanted Poster (Middle, Science) posted by Liz Belasic
- Diversity: Respect Our Differences (Middle, other) posted by Kathleen Buskey
- The Human S u r t S stem and Nervous S stem
(Middle, Science) posted by Brett M. Adams
- E.resi@-entjal&.ajgn (Middle, Reading/Writing) posted by Shelly Greenwood

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

- Teachin Correct Pronouns (Middle, Language) posted by Linda D. Hardy
- Microsoft 98 (Middle, Computer) posted by Christian Zarichnak
- Metric Measures (Middle, Science) posted by Sharon McMillen
- Prepositions Song (Middle, Reading/Writing) posted by Anne Moran
- Human Anatom (Middle, Health) posted by Brett
- Vocabular Ideas (Middle, Reading/Writing) posted by Gale
- Sentence Stretchin (Middle, Language) posted by Charles Wyckoff
- The Periodic Table (Middle, Science) posted by Karen Lyn Jenkins
- vocabular review (Middle, Language) posted by Lisa Hawkins
- The Excursion (Middle, Games) posted by Joan M. Diez
- Perimeter/Area Shape Game (Middle, Mathematics) posted by Andrea Pronko
- Intelligent Questions (Middle, Mathematics) posted by Emily Bell
- The Great Kin of A utthaa: Kin Naresuan (Middle, Reading/Writing) posted by Jiraporn Supising
- The Friends b Rosa Gu (Middle, Reading/Writing) posted by Sarah Schutte
- POP and contour (Middle, Art) posted by carol/tx
- Dealing with Death and Dying (Middle, Health) posted by Mandy Naturai
- Selection (Middle, Science) posted by Brad Bessetti
- Martin Luther Kin Jr. (Middle, History) posted by Edward S. Bush
- Word Jeopardy (Middle, Language) posted by Bob McMeans
- Calcium •bonebuilders (Middle, Health) posted by Sunghyun

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

- Real Life Inter Bin o (Middle,Mathematics) posted by Eileen F. Opfer
- NTeQ Science Lesson (Middle,Science) posted by Virgil Peter Denegri
- E..ggedbyf.jr.e (Middle, Reading/Writing) posted by carla tigler
- The election of 1824 (Middle,History) posted by Robert DeBolt •
Sequence of Events (Middle, Reading/Writing) posted by Candice Cehelnik
- Cubism Portraits workin with Picasso (Middle,Art) posted by Warren Uts|er
, aggjnACalories (Middle,other) Lindsay Mullin
- Geor es Seurat The "Maria" at Honfleur (Middle,Art) posted by Tara Papp
- Exploring Japanese Culture (Middle,Social Studies) posted by Angela Clark
- The Food Guide P ramid (Middle,Health) posted by Dan Pschirer •
animal farm (Middle,Literature) posted by Mustafa Günözü •
Understandin the Elements (Middle,Science) posted by Mrs. Jones
- Create Your Own COMMUNITY (Middle,Literature) posted by Carrie Bushman
- Speechreading (Middle, Language) posted by Megan McCafferty
- Desgrjp.tly.effldtjng (Middle, Reading/Writing) posted by Martha Jennings
- Newberr Award Readin Pro•ect (Middle,Literature) posted by Shannon Saxton-Murphy .
- DNA and enetics (Middle,Science) posted by Jamie Jones
- Volcano Model (Middie,Science) posted by Jamie Jones •
Human-bogy-go-up-activity (Middle,Science) posted by Jamie

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

Jones • crickets in the classroom (Middle,Science) posted by Elsa Cade

● Who were the Pharaohs of the Pyramid Age? (Middle,History) posted by Mr. C. F. Lawrence Jr

● Great Events of the Americas part III: The Incan Empire (Middle,History) posted by Mr. C. F. Lawrence Jr.

● The Cell Play (Middle,Science) posted by Christina Hilton

● AJ&h@EQ.bgjç.aID.jg (Middle,History) posted by Darrell Amerine
• Personal narrative drawing and writing (Middle, Reading/Writing) posted by Liz Lord

● To Kill A Mockingbird: Pre-Reading (Middle,Literature) posted by Kerry LeBlanc

, To Kill A Mockingbird: Plot and Character (Middle,Literature) posted by Kerry LeBlanc

● Author Research (Middle, Literature) posted by Kerry LeBlanc

● Personal Response to Mockingbird (Middle,Literature) posted by Kerry LeBlanc

Understanding a Director's Choices (Middle,Literature) posted by Kerry LeBlanc

● Plan an Essay (Middle,Literature) posted by Kerry LeBlanc

● Animal Farm (Middle,Literature) posted by Mustafa Günözü • Descriptive Name Poem (Middle,Reading/Writing) posted by

Dew

● Six Spectacular Simple Machines (Middle,Science) posted by Ms. Harrison

Multiple Business and Economic Lessons (Middle,other) posted by YEA! Young Entrepreneurs Association

Peanut Butter and Jelly Programming (Middle,Computer) posted by Deb Sweeney

● Comparatives (Middle,Language) posted by Harris Dollinger

● Modern Love (Middle,other) posted by Toby Eisenberg Underground to Canada Novel Study (Middle,Language) posted by Jerry R. Jones

"Survival" Math Unit (Middle,Mathematics) posted by Jerry R.

Jones

Capillary Action Experiment (Middle,Science) posted by Mrs.Buldermore

● Toosi+Rotl PO s Chemistr (Middle,Science) posted by Cindy Kessler Tootsie-Roll PO Chemistr (Middle,Science) posted by Cindy Kessler

Research. (Middle,Computer) posted by

Michael Arnold

Science Procct of the Week (Middle,Science) posted by Judy Schneider

ShQltftQIY-uitjn.g (Middle,Reading/Writing) posted by Emily Donovan

State Facts (Middle,other) posted by Theresa King

Begjnnjng,,nus.iztheoy (Middle,Music) posted by Al Harriman

-Wl.ltinga.s-p.ee.ç.n (Middle,Language) posted by sok yee yee

● Of Mice and Men- Conflict (Middle,Literature) posted by April Duncan

● DR-TA Poe's Cask of Amontillado (Middle,Literature) posted by Kirk T Walker

● Creatin an AuthorCard (Middle,Language) posted by Richard

H. Hoffmann

, Creative writin EA Poe (Middle, Literature) posted by Carol Wilinski

● Car costs and s readsheet formulas (Middle,Computer) posted by Susan Kresge

Stor Journal (Middle,Reading/Writing) posted by Linda Luce

• Understanding-the-SQPLSYS.tem (Middle,Science) posted by Tim Leister

● WebQuest Texas (Middle,Social Studies) posted by Cynthia Krohn

● -Expl.Q.I.eLPLQj-egt (Middle,History) posted by Pam Jenkins

● Diagramming Sentences (Middle,Language) posted by M.

Thrash