

BRANDON MIDDLE SCHOOL'S
GIFTED EDUCATION PROGRAM

Charging A-head!

Volume 1, Issue 1

November, 2007

Mark Your Calendar!

Mrs. Stamm is responsible for promoting and collecting information for many special programs supported by the department of Gifted Education and Academy Schools in Virginia Beach. The Old Donation Center Programs for Visual Arts and Dance are open to present sixth and seventh grade students for the 2008 school year. The applications for Kemps Landing Magnet School and for the Plaza Middle Years Program are available to present sixth and seventh grade students from Mrs. Stamm. Applications for the **high school Academy and Advanced Academic programs** are available from the guidance office and can also be found online. **Friday, February 1st, 2008, is the deadline** for all of the

programs listed above.

Here are some dates to put on your calendar:

Wednesday, November 14th

Office of Gifted Education Parent Seminar Series "Stress and Anxiety" 7:00-8:30 P.M. Salem Middle School Library - Please RSVP to Mrs. Stamm

Thursday, December 6th

Old Donation Center Visual Arts and Dance Education Programs Information Night – at ODC 6:30 P.M. for students interested in applying for the ODC art or dance program.

Informational Portal Site:

<http://studentportal.vbschools.com/sites/MBR/GiftedResource> (coming soon)



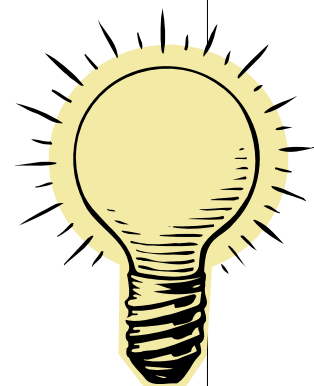
WEBSITES:

www.brandonms.vbschools.com/gifted.htm (Brandon)

<http://www.vbschools.com/curriculum/gifted/midgift.asp> (VB Schools)

www.nagc.org (Ntl. Assn. for Gifted Children—great for advocacy information)

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Special points of interest:

- *Gifted Program Important Dates!*
- *Meet Brandon's new GRT!*
- *Paul's Reasoning Model in Action!*
- *Literature circles in Earth Science!*

Mission Statement

The mission of the VBCPS Gifted Program is to:

- *Challenge students with differentiated, interdisciplinary opportunities*
- *Provide a flexible, innovative curriculum*

that promotes self-esteem, productivity, creativity, and leadership

- *Develop individual talents and special abilities*
- *Facilitate a commitment to excellence*

Thank you!

- *to the parents who attended the Fall Parent Workshop on Self-Regulation!*
- *for my welcome from Brandon's faculty/staff!*

Being a Successful Student

There is no greater feeling than the pride of accomplishing work that reflects your tremendous ability!

Here are some hints to being a successful student:

- Complete homework on the day it is assigned—A day homework on A days.
- Purchase a folder to place in the front of each binder and label it "Homework Only." Homework to be completed should be placed into the folder when at school, and completed homework to be handed in should be placed in the folder at home.
- Record homework and project assignments in your planner every day and place a check mark next to the items once they are completed and placed in the homework folder at home.
- Use a monthly calendar to record long term projects and assignments in order manage time efficiently.
- **Study and review** nightly what was covered in class each day.
- Use class time wisely!
- Set aside time once a week to clean out binders, backpack, and locker.
- Have a consistent, organized place to do homework and follow a consistent study schedule.



Discovering Team Discovery!

This was written as part of Mrs. Baker's Literature circles roles from the short story "Amigo Brothers"

Artful Artist: "The braid shows that they are tighter in their friendship than a braid. The black tear drops represent the regret and worry about their fight. The rubber band shows that their friendship can be stretched as far as possible and still come back together. The upside down 'win' stands for them leaving the ring be-

fore they knew who won. The timer shows the anticipation of the wait for their fight."

Mr. Baumgardner's social studies class analyzed the Fort Laramie Treaty by using Paul's Reasoning model.

The students analyzed the stakeholders, point of view, and the assumptions and implications of those different views. "The government might assume that the treaty would provide a solution to the

"I think the best part of today's lesson was when we presented because we got to see what other people thought and compare them with your own answers!"

conflict with the Native Americans. The Indians point of view is that they know the government broke treaties in the past."

Heroic Generalizations and Legend Comparisons in English!

These generalizations about heroes were written in Mrs. Parham's English class:

"It appears that a hero is like a collage - there are many things that make them up, and heroes help others selflessly just because they know it's the right thing to do."

"Heroes come in many shapes, sizes, and characters, just like the variety of their appearance. The beliefs that they fight

for are different, too. When people fight for different things, then people are helped in ways we don't understand. If these views are continued, then the people of the world may work through their differences."



The 6th grade students in Ms. Sadler's English class compared the legend of the Starfisher found in their novel with the legend of the Firebird, a Russian legend:

The students compared flying, freedom as a motif, gold, setting, use of magic, time of day, quests, trickery, and creatures in the legends. "In almost every legend there is a moral and sometimes it is 'what goes around, comes around.'"

Introductions, Please! *Mrs. Stamm: Brandon's "thinking coach"*

Please allow me to introduce myself. My name is Carolyn Stamm and I am the new gifted education resource teacher at Brandon Middle School. I'm so happy and excited to be here at Brandon! The teachers and students have made me feel so welcome! I began my teaching career in Colorado in 1980 and immediately began working with gifted children. I earned a Masters Degree in gifted education from UVa. Prior to joining the Brandon Middle School faculty, I taught at Kemps Landing Magnet School for ten years. Before that, I served as a gifted resource teacher and was a finalist for the Citywide

Teacher of the Year while teaching at Kempsville Middle School. Before that position, I taught sixth grade and was also Teacher of the Year at Old Donation Center. I have written several articles which have been published in *Gifted Child Today* magazine as well as a chapter in the book *A Tapestry of Knowledge I*. I was fortunate enough to have coached international winning Future and Community Problem Solving teams. My former students have appeared on national TV for community projects that initiated local and state laws and resolutions. I have been married to Neil for 29 years and we have a son,

Jared, who is an auto technician, and a dog named Misty.

Mrs. S. and Misty pictured below:



Paul's Reasoning Model in Action in Civics

These generalizations were created after completing Paul's reasoning model on what people thought when the U.S. was forming a new government in Mrs. McCracken's class:

"It appears that forming a government was something the colonists felt very passionate about. Most of

"I think the reasoning model was interesting because it really made me think and analyze my thoughts and examine this topic more closely."

them desired freedom, equality, liberty, and justice. Seeking freedom may cause disagreements, but it seems that people felt it would all pay off. When justice happens, then

freedom of the innocent and determined may be the result. If fighting for your beliefs continues in the future, peace may

occur in other countries."

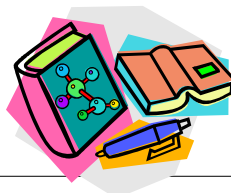
"It appears that forming a new government is harder than some might expect, especially breaking free from another country. If we stand up for what we believe in, it may cause an independent and successful country. When this happens, then people will respect our country."

"I enjoyed using Paul's reasoning model because it helped organize my thoughts in order to draw a generalization."

The Real Deal on Clustering Gifted Students

Benefits of clustering the gifted students:

- Time with intellectual peers
- Full-time program for gifted
- 1-2 cluster core teams per grade level
- Pull-in vs. pull-out
- Regular training with the GRT
- Planning and implementation of lessons with the GRT



Governor's School for the Arts

8th graders interested in applying for the Governor's School for the Arts should see Mrs. Stamm for an application—Auditions will be held in January and auditions are guaranteed if your application is in by

Dec. 21 www.garts.net

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Fax: 366-4550

*You won't be rewarded for having
brains, but for using them!*

STUDY!

If you are interested in having a student tested for eligibility for the gifted program, there are two more test sessions for identification held at BMS this school year. The date for the next testing session is December 14. If you would like to have a student tested for the gifted program, please contact Mrs. Stamm. Anyone may refer a student, including the student him/herself.

Using Literature Circle roles in Earth Science!

These were written as part of the Literature circle roles in Ms. Roesch's Earth Science class regarding an article about Moon Tides:

Connector: "I connect the tides to the character Eragon because Eragon and his dragon have a connection unlike any humans have. They share feelings, thoughts, pain, and much more. Just like with tides, the moon and Earth are connected and have reactions to each other. I connect Proxigean spring tides to tsunamis because they are unusually high tides that can cause a lot of damage if they get close to shore. I connect the Atlantic and Pacific coast tides to twins because they are alike - they both have similar characteristics but yet they are different because the Pacific coast has higher, deadlier tides. I connect a roller coaster to the rise and fall of tides because a roller coaster travels up and then gravity pulls it down. I connect a string puppet to the formation of tides because the person who has the strings can pull them up and make the puppet move just like the moon on the water."

"I relate the way tides are made to how people get pulled in a certain way by a friend. The moon pulls on Earth, but Earth can't keep its water but it can keep everything else. One person tries to force you one way, but you don't go; only your friend does. I relate Proxigean spring tides to snowing on Christmas because you have to have just the right conditions for it to happen. I relate spring tides to team work because, when aligned, the sun and moon help make bigger and smaller tides; to me they work as a team together to make something better. I relate Neap tides to checks and balances in government because the sun and moon working at right angles cancel the bulges out and a 2/3 vote from Congress cancels a veto by the president."

"Moon tides are like the stock market because they both have highs and lows. *I learned that the reason we have tides is because the Earth can't hold onto the water because it is constantly moving, so the moon is able to pull on the water.*"

Illustrator: "The hand represents the moon, while our outward circles represent the tides. The movement of the hand controls how much the cloth wrinkles; the movement of the moon controls how much

the tides rise or fall. *I learned more about how you can infer what happens to tides. I also learned how relations to this subject can be connected to life.*"

