Reversing Underachievement in Gifted Children

Why do some gifted children achieve while others become caught in a cycle of underachievement? Why do some gifted students enjoy challenges and others lack motivation and interest in learning? What can parents and educators of underachieving gifted children do to reverse this cycle that stifles academic and emotional growth? Gifted children struggle with underachievement for a variety of reasons. Recognizing the need to empower teachers and parents with knowledge and tools to understand and reverse underachievement, Del Siegle, PhD, provides clear guidance in his new book, *The Underachieving Gifted Child: Recognizing, Understanding, & Reversing Underachievement* (ISBN-13: 978-1-59363-956-3). The book begins with a definition of underachievement and characteristics of underachievers and goes on to review research related to underachievement while describing practices that have helped students recognize and realize their potential. Taking a very positive approach, as Dr. Siegle is known to do, he emphasizes four key traits of gifted students who do achieve and offers ideas for guiding underachievers in acquiring these traits that can change their attitudes and their lives. For more information, contact Prufrock Press, Inc., P.O. Box 8813, Waco, TX 76714-8813, 800-998-2208, www.prufrock.com

Understanding and Addressing the Needs of Intellectually Advanced Mathematics Students

Oftentimes teachers struggle when it comes to effectively serving students who think and perform differently than other students in the classroom. *Serving the Needs of Intellectually Advanced Mathematics Students K-6* (ISBN: 978-1-937113-15-5) is designed to help educators address the needs of students in Kindergarten through sixth grade who excel in mathematics. The author, Dr. Scott Chamberlin, begins the book by defining the “intellectually advanced mathematics student—individuals who think in an efficient manner, think creatively, and/or have capabilities of extremely high levels of success in mathematical problem solving” (p. 8). He shares information about ways to identify intellectually advanced mathematicians, explains how these students think, describes ways that their learning can be developed inside and outside of the classroom, offers strategies for establishing expectations that help them reach their full potential, and much more. The book, presented in an easy-to-read question and answer format, includes chapter summaries with bullet points highlighting the main ideas of each section. Examples are presented in narrative and graphic forms, providing clear guidance for the reader. For more information, contact Pieces of Learning, 800-729-5137, www.piecesoflearning.com

Teaching Strategies That Enhance Learning

Dr. Jim Knight has created a valuable resource for today’s teacher in his book *High-Impact Instruction: A Framework for Great Teaching* (ISBN: 978-1-4129-8177-4). Addressing the increasing need for differentiated instruction, Dr. Knight builds on years of research in this reader-friendly guide that focuses on high-leverage differentiation strategies in four different areas: content planning, formative assessment, instruction, and community building. Within these four areas, he discusses guiding and effective questions, formative assessment, authentic learning, and the importance of establishing a community of learners in which expectations are clear and students feel ownership. Providing a road map for professional learning, the text empowers teachers to make changes in their instruction with practical tools based on research and best practice. In addition to the book, there is a companion website that includes informative and entertaining videos as well as reproducible forms to use in the classroom. For more information, contact Corwin: A SAGE Company, 2455 Teller Road, Thousand Oaks, CA 91320, 800-233-9936, www.corwin.com
Projects to Develop Independent Learning Skills

_Differentiated Projects for Gifted Students_ (ISBN-13: 978-1-59363-967-9), by Brenda Holt McGee and Debbie Triska Keiser, includes ideas for 150 ready-to-use independent learning experiences for students in Grades 3 to 5. Covering a wide variety of content, the hands-on activities included in this text are easy for the teacher to facilitate and enjoyable for students. Each lesson explicitly details the materials and steps needed to perform the activity, allowing students to engage in their learning independently or to collaborate with one or more classmates. Projects utilize 21st-century skills and technology to explore complex content and encourage development of research and investigation skills. Thirty-two chapters focus on topics, including electric energy, conducting investigations, rocks and earth, advertisements and labels, myths, energy, geography, earth and space, economic systems, and matter. Projects could easily be used as extension activities to compliment core content standards in Grades 3 to 5 or in centers to support and enhance content exploration. The activities provide a good introduction to independent study. For more information, contact Prufrock Press, Inc., P.O. Box 8813, Waco, TX 76714-8813, 800-998-2208, www.prufrock.com

Asynchronous Development of the Gifted Child

_Editors Christine S. Neville, Michael M. Piechowski, and Stephanie S. Tolan have created a useful resource that thoroughly explores the asynchronous development of many gifted children in Off the Charts: Asynchrony and the Gifted Child (ISBN: 978-0-89824-380-2). Asynchrony is a characteristic of many gifted individuals that is important to recognize and consider when looking at the development of the child, planning instruction, and providing emotional support. Gifted children do not always develop at the same rate intellectually, physically, and emotionally that can cause numerous challenges for them, their teachers, and their parents. This text includes contributions from experts in the field and addresses a variety of important topics, including methods and tools for detecting asynchrony in the gifted child, exploring individual needs, methods of identification, family issues, parenting, and counseling. Examples of life in the “asynchronous family” and various stories about asynchronous development help guide readers in recognizing, understanding, and effectively dealing with asynchrony in gifted children. For more information, contact Royal Fireworks Press, First Avenue, P.O. Box 399, Unionville, NY 10988-0399, 845-726-4444, www.rfwp.com

Authentic Learning: Student Needs Guiding Instruction

_With the pressures of today’s standards-driven instruction and high-stakes testing, it is difficult to find time to concentrate on developing higher level thinking skills as part of the daily curriculum in the classroom. Laura R. Thomas, author of Facilitating Authentic Learning, Grades 6-12: A Framework for Student-Driven Instruction (ISBN: 978-1-4522-1648-5), believes that constructivist teaching is the most effective way to nurture the higher level thinking that is so central to the Common Core Standards. Focusing on student-driven instruction and teacher as facilitator of learning, Thomas guides teachers in Grades 6 to 12 in creating learning environments that integrate content and process, assess students’ acquisition of 21st-century skills, actively engage students in the learning process, and utilize reflective techniques to help students process experiences and learn from their mistakes. Easy-to-follow graphics, sample lessons, and multiple tools created by teachers currently using this framework in their own classrooms are included as examples for implementing this learner-centered educational environment. For more information, contact Corwin: A SAGE Company, 2455 Teller Road, Thousand Oaks, CA 91320, 800-233-9936, www.corwin.com_