



Treaty 8 Education Commission Special Education Newsletter

Merry Christmas!

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GIFTED & TALENTED ABILITIES

"Learners with Gifts & Talents"



GIFTED- Learners who have abilities in one or more core subject areas of the curriculum

TALENTED- Learners who have abilities in art, music, Physical Education, dance and drama.

Characteristics of the Gifted & Talented Learner:

- ◆ Curious about concepts and learning
- ◆ demonstrates good memory skills
- ◆ retains information
- ◆ demonstrates intellectual, creative thinking, and reasoning abilities
- ◆ exhibits a precocious development of mental capacity and learning potential
- ◆ requires challenging academic programming

*Students with gifted and talented abilities will acquire the knowledge & skills to communicate effectively within and beyond the classroom



Special Education Sub-Committee

TITLE	REPRESENTATIVE	LOCATION
Education Portfolio		Representative for Chief Rose Laboucan
Elder	Elsie Fabian	ATC
Principal	Alphonse Janvier	ATC
SPED Coordinator	Amy Kucherawy	BCN
Director of Education	Saxon Govender	NPTC
SPED Coordinator	Gail Bellerose	KTC
Director of Education	Cheryl Sheldon	L.S.L.R.C.
Classroom Teacher	Shelley Hamelin	WCTC
SPED Coordinator	Gloria Cardinal	L.R.R.C.N.
Director of Education SPED RMO Coordinator	Shelley Willier Eileen Lines	Treaty 8 First Nations of Alberta FNRMO

Animated Literacy Program

by Mike Woron, Special Education Coordinator, Cadotte Lake School

Animated Literacy now has such a special place where my inspiration to teach comes from because it articulates some of the basic concepts that I discovered as a young teacher and used with success over the past 20 years in my own career. I'm sure that many other teachers will share this feeling after attending Jim Stone's workshop.

That is why I am proud to be teaching in Treaty 8. The Treaty 8 Education Commission is progressive and believes in providing the most rewarding and positive educational experiences that can be made available to their children. I would like to take the opportunity in this letter to offer my special thanks to Dr. Saxon Govender who suggested that I try the Animated Literacy process in my own classroom and then supported my application to attend the Jim Stone Workshop.

Animated Literacy is a program designed by Jim Stone from San Diego, California to teach children from Kindergarten to Grade 3 (or students of equivalent levels) to become fluent readers and writers of the English language. Animated Literacy was designed specifically for children who had little or no reading background at home or spoke a completely foreign language before entering the United States. Some had absolutely no reading or speaking background in English. The amazing thing about Animated Literacy (besides the fact that it actually works!) is that it can, and has been used effectively to, teach English as a second language.

Here is the reason Animated Literacy works so well, and has had such amazing results, for even multi-disabled learners: Animated Literacy uses the natural, neurological pathways, and order sequence the human brain follows when learning to speak and write in any language and culture - neurological pathways and order sequences that are only now being fully understood and proven in neurological science around the world.

I feel incredibly fortunate to have experienced his lessons and met him in person now, in 2005, since his Animated Literacy has been in the making for the last 3 decades. Back in the 1970's, Jim started out as "just" a regular teacher like you and I. He found himself immediately struggling with the seemingly impossible task of having to teach unenthusiastic, and extremely resistant kids to read and write. These children were mainly of low income immigrant families who had little or not time, ability or interest, in providing their children with a solid reading background before entering the public school system. Many of his students were also saddled with learning and emotional disabilities.

Today, by Jim Stone's own admission, many administrators and teachers alike, still resist Animated Literacy as a matter of principle: "You can't teach kids to read by teaching them to sing! You can't teach to write by teaching them how to draw! You can't teach kids to listen and stop "hyperactivating" by encouraging them to speak, make funny noises, animal sounds and talk in Pig Latin, while moving around and getting out their seats! That is until they actually see Jim Stone and Animated Literacy in action. That is until they understand that the mind learns best when information is experienced and practiced and learned first, through the body as a medium. That is until they understand that information is remembered permanently when it is attached to personal emotional experiences of the learner.

If the brain is really like a sponge, then anybody and everybody could absorb, learn, and remember information. Teachers need to know that information and skills must be first be given "hooks" that can catch onto the screen of our sieve-like brains by giving anything to be learned, personal meaning and significance to each individual learner.

It is easy for anyone to see why Animated Literacy works when they see kids drawing, singing, moving, acting and having fun doing it while simultaneously learning to focus and sit quietly, and being to read and write with success! It is convincing when the test scores come back and the At-risk students taking Animated Literacy have jumped by three grade levels when compared with At-risk students who did not! With the results of thirty years of neurological studies are coming into the mainstream, we can see why. Jim did not plan it this way, but the stunning conclusions to these studies verify why Animated Literacy is so effective.

Mike Woron
Cadotte Lake School



- Conduct annual evaluation of program for further development and identify areas needing improvement
- Evaluate the program and individual student with gifted & talented abilities
- Perform standardized tests which indicate academic level
- Teacher observation and analysis
- Student performance
- Student self evaluation



STRATEGIES for working with the Gifted & Talented student

- ▶ Allow students to learn at own pace and at own level appropriate for abilities and skills demonstrated
- ▶ ALL teachers need to be aware of the nature and needs of the gifted & talented student including assessment, identification, social and emotional needs, curriculum adaptation / modification, and instructional strategies and methods.
- ▶ Recognize general traits and understand these traits is an important step toward working with this unique group
- ▶ Provide instruction suitable to levels of intellectual, physical and social maturity

Treaty & Education would like to welcome two new employees:

Lia Ruttan - Research Analyst

Billy Joe Laboucan - Curriculum Specialist

I would also like to thank Mike Woron for his article on the Animated Literacy Program.

WEBSITES:

1. [http://www.kidsdomain.com/holiday/xmas/games, stories, downloads, music, crafts, recipes](http://www.kidsdomain.com/holiday/xmas/games_stories_downloads_music_crafts_recipes)
2. <http://www.childfun.com>
activities, recipes, coloring pages, gift ideas, themes
3. <http://www.merry-christmas.com/activities>
playdough, felt stocking, ornaments
4. <http://www.christmas-activities.com/>
coloring pages, crafts, party ideas, recipes
5. <http://www.kidsdomain.com/holiday/xmas/print.htm>;
printable activities

CHRISTMAS ACTIVITY

Materials: popcorn, construction paper, glue, crayons, markers, scraps of ribbon, material buttons, twigs, dried flowers.

IDEAS: Let the students create their own masterpiece!
Greeting card, Wreath, Christmas tree, Snowman, Santa Claus, Winterscene, Ornaments



Treaty & Education Commission

- Chief Rose Laboucan- Education Portfolio Holder
- Casey Brown, Director of Education, ATC
- Ray Peters, Director of Education, BCN
- Kathleen Laboucan, Director of Education, KTC
- Cheryl Sheldon, Director of Education, LSLIRC
- Dennis Laboucan, Director of Education, LRRCN
- Saxon Govendor, Director of Education, NPTC
- Ken Hampel, Director of Education, WCTC

Please feel free to contact Eileen Lines at elines@treaty8.org for further information. We welcome ideas, success stories, best practices and suggestions.

"For the betterment of First Nation Special Education learners"

Treaty & First Nations of Alberta Sub Office

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Gingerbread Baby

Preheat oven to 375 degrees.
In a large bowl, sift and mix together:
3 cups flour
1/4 teaspoon salt
1 teaspoon baking soda
1 tablespoon ginger
1 teaspoon cinnamon
1/4 teaspoon ground cloves
1/4 teaspoon ground nutmeg
In another bowl, mix cream:
12 tablespoons (1 1/2 sticks) melted butter
3/4 cup brown sugar
1 egg
Sift the dry ingredients into the creamed mixture.
Then add:
1/2 cup molasses
1 tablespoon vanilla.

Let dough rest at least 2 hours, roll dough 1/4 inch thick and cut with a cutter. Bake 7 to 10 minutes on a greased cookie sheet. Do not peek! Makes 2 dozen cookies.