

LOUISIANA LAGNIAPPE!

June 6-10, 2005

A summer institute on teaching for high-end learning at
University of Louisiana at Lafayette



SPONSORS:

UL Lafayette's Center for Gifted Education & College of Education
Kennedy Center Partners in Education, Lafayette, LA Team
Louisiana Department of Education

In 1997, the Center for Gifted Education at UL Lafayette sponsored the first Louisiana Lagniappe (Lagniappe), a week long institute for teachers. The purpose was to provide first-rate training in enrichment teaching and learning and to make it available to educators in all types of settings. The raison d'être for Lagniappe was twofold: (1) all students benefit from the advanced teaching strategies and high-end learning often found in gifted programs, and (2) gifted and talented students, both identified and unidentified, interact with many types of teachers every day.

As you examine the exciting descriptions of this year's sessions, you'll notice that the sessions on June 7th, 8th and 10th are full-day in length. Sessions on June 6th and 9th are half-day in length (you will attend two different sessions on these days). You will select which sessions you will attend on site. Each day has a keynote speaker (listed below).

INTERNATIONALLY ACCLAIMED KEYNOTE SPEAKERS AND TOPICS:

June 6	Dr. Joseph S. Renzulli: <i>A Dozen Teaching Assistants in Your Classroom: A New Resource for Expanding Services to Develop Giftedness and Talents</i>
June 7	Dr. Sandra Kaplan, Dr. Jann Leppien & Dr. Jeanne Purcell: <i>Parallel Curriculum Model (PCM)</i>
June 8	Dr. Susan Assouline: <i>A Nation Deceived: How Schools Hold Back America's Brightest Students (The Templeton National Report on Acceleration)</i>
June 9	Dr. Don Treffinger: <i>Creativity in the Person: New Insights</i>
June 10	Dr. Bonnie Cramond: <i>Where Have All the Creative Kids Gone?</i>

We've included several sessions that are especially informative for parents (and grandparents).

Join us for active learning and lots of fun (a coffee shop just for us, a poetry slam, a Cajun joke competition, and canoe trips on Lake Martin).

Each day begins at 8:00 a.m. and will end by 4:30 p.m.

Hope to see you in June.
Come pass a good time...

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MORNING Monday, June 6, 2005 (Split-day Sessions)

Sessions are listed alphabetically by presenter's name.

101 Creativity 1-2-3: Nurturing Creative Abilities in Young Children

Susan Baum, College of New Rochelle

In this climate of "no child left behind," we find little attention given to promoting creative thinking especially in the primary grades. Creativity is an essential skill in the development of students' gifts and talents. In this fun and interactive session, we will explore a variety of instructional strategies, which require students to be creative. In addition we will explore ways to integrate creativity into the required curriculum, making it challenging, motivating and engaging.

102 Nuts and Bolts of Designing Enrichment Programs and Services

E. Jean Gubbins, University of Connecticut, Storrs, CT

Master the basics of designing an enrichment program to meet students' needs. Learn how to recognize sound markers for referrals, create a defensible identification system, and develop a continuum of learning opportunities to challenge students' academic abilities.

103 Toons to Tell: Telling Stories Through Comic Strip Cartooning

Carey Hamburg, Acadiana Arts Council Lafayette Parish School System

This workshop offers educators the opportunity to explore connections between Language Arts and the visual art form of comic strip cartooning. Participants will learn step-by-step methods to lead students in the creation of their own narrative comic strip.

104 The Messages They Receive: Influences on the Lives of Gifted Young Men

Thomas P. Hebert, University of Georgia

Gifted young men often receive mixed messages from important people in their lives that influence the development of their talents and gifts. Such influential messages also have an impact on their social and emotional development. An examination of these issues is presented through research and vignettes of gifted males experiencing these mixed messages. Recommendations are offered for teachers and school counselors regarding ways to assist gifted young men in successfully interpreting the messages they receive.

105 Renzulli Learning System (Keynote Follow-Up Session)

Joseph S. Renzulli, The Neag Center for Gifted Education and Talent Development, University of Connecticut

In this session, participants will have the opportunity to experiment with the Renzulli Learning System, a web-based search engine that allows students to complete an on-line assessment of their abilities, interests, learning styles and preferred modes of expression. The results of the assessment are then used to develop an individual student profile and to identify a broad range of personalized resources available over the internet. Resources range from creative and critical thinking activities in students' areas of interest to virtual fieldtrips, contests, competitions, advanced level training opportunities and research skills that guide students in original and creative projects. Students' work is compiled in their own personalized Total Talent Portfolio to be accessed by teachers and parents to monitor and guide student activities.

106 The Collaboration of Teachers and Parents in Gifted Education

Christine Briggs, University of Louisiana at Lafayette and Robin Schader, University of Connecticut

Parents of gifted children are often confused by how different states and districts identify and serve gifted students. This lack of understanding can not only affect parents' perception and participation in program offerings, but can hinder their contributions to the talent development of their child, particularly in areas with diverse populations. Topics for this session were selected through the teaching of an online course for a graduate-level gifted education class with a focus on helping parents and teachers grapple with giftedness, learn about GT policies, and address the basic issues that impact the education of high potential students.

AFTERNOON Monday, June 6, 2005 (Split-day Sessions)

Sessions are listed alphabetically by presenter's name.

151 Differentiated Curriculum Through Tiered Instruction and Assignments

Susan Baum, College of New Rochelle

This session will introduce “tiering” as a strategy to meet the needs of varying ability groups within the classroom. Tiering is used when the teaching activity involves the whole class with the focus on one skill or concept. The learning activities, however, are tiered so that all students can master the learning goal at some level. Participants will design activities that can be adapted to a multiple academic levels. Examples in math and language arts will be provided.

152 Digital Storytelling: An Acadian Odyssey

Gail H. Dack & Louise Prejean, University of Louisiana at Lafayette

Participants will learn to utilize the powerful format of iMovie to bring to life one of the traditional stories of South Louisiana. Using digital imagery, participants will create a Quick Time movie and will gain the skills necessary to empower students as they create stories that expand social studies themes and place-based learning in the classroom.

153 Schoolwide Enrichment Model (SEM): An Overview

Sally M. Dobyms, University of Louisiana at Lafayette

For those new to Schoolwide Enrichment Model or as a refresher, this session provides an overview of SEM and its service delivery components including Curriculum Modification Techniques (includes curriculum compacting), Enrichment Learning and Teaching, and the Total Talent Portfolio.

154 Creating a Classroom Environment to Support the Social and Emotional Development of Gifted Students

Thomas P. Hebert, University of Georgia

This session presents an overview of the social and emotional needs of gifted students. In addition, the workshop offers a smorgasbord of activities to assist teachers in creating the kind of classroom where gifted and creative students feel welcome and respected. Workshop participants engage in exercises, strategies, and techniques designed to enhance self-concept in gifted young people. In this session, teachers enjoy learning how to facilitate simple, nonthreatening, and enjoyable classroom activities to create a climate of positive support for healthy social and emotional development.

155 Books as Hooks for Creating Lifelong Learning

Susannah Richards, College of New Rochelle

This session will include an overview of the children's book world including information on current trends in children's publishing and how an idea becomes a book. In addition to the dozens of books and book list sources that will be highlighted, specific focus on how to use books to meet the needs of gifted students will be emphasized. Featured books will include recently published fiction and non-fiction books that stimulate engagement and lead to critical and creative thinking experiences. Discussion and activities will focus on resources for locating and evaluating children's books, strategies for sharing books with gifted students, and ways for students to engage with books. A medley of books from various genres will be used to illustrate how to facilitate interest exploration.

156 Parenting for Talent Development: What do parents of gifted children want to know?

Robin M. Schader, Parent Resource Specialist, National Association for Gifted Children

This session offers an opportunity to informally discuss issues facing parents of high potential children. Beginning with a summary of the 2700 + inquiry email received by the NAGC Parent Specialist service during the past 3 years, you will learn what general and specific topic areas have received the most frequent inquiries, as well as hear about a variety of resources to address each subject. We'll also be looking at what the research says (and doesn't say) about the kind of upbringing that provides children with a firm foundation for success as adults.

Tuesday, June 7, 2005 (Full-day Sessions)

Sessions are listed alphabetically by presenter's name.

201 Double Trouble: Gifted Students with Learning and Attention Challenges

Susan Baum, College of New Rochelle

Many of our gifted and talented students have learning or attention challenges that must be addressed for them to be successful. In this interactive strand, we will discuss who these students are, how to identify them, and how to best meet their needs. Participants are encouraged to bring information about a student whom they feel may be twice exceptional and use the strand to develop a specialized plan for the student.

202 LearningLinks: Connecting Parents, Teachers, and Students

E. Jean Gubbins and Robin Schader, University of Connecticut

How can we more systematically discover and use student information as a solid rationale for differentiation and enrichment? How can we meet expanded NCLB policies concerning parent participation in school? This workshop will present information from a pilot research project with the National PTA that provides a shared focus and vocabulary for the support of strength-based learning using the "LearningPrint," which provides a framework for recording information about a child's learning preferences, strong interests, demonstrated abilities, and family experiences. This information not only helps educators justify programming modifications for individual students, but it is also effective in building positive conversations between students, teachers, and parents. Participants will learn how to collect, analyze, and apply LearningPrint information.

203 The Parallel Curriculum Model: Design and Implementation (Keynote Follow-Up Session)

Kaplan, Leppien and Purcell

Description to be added...

204 The Book of Self: A De-Constructing / Re-Constructing Journal

Maria Lovullo, St. Charles Parish Schools, Louisiana

In this bookmaking workshop, participants will examine the journals of a young adult war-correspondent/ photojournalist, Dan Eldon. Then, deconstructing found books, they will recreate personal histories in an art journal format. Interpreting personal environment, political climate, sense of place, and search for self will be the major themes behind the bookmaking process. Techniques of collage, printmaking, and prose will be the vehicles used to explore the subject.

205 The Talented Reader: Strategies for Reading Instruction

Susannah Richards, College of New Rochelle, New York

This session will focus on strategies to meet the needs of talented readers. The session will begin with a summary of the research on talented readers—who are they and the recommended practices that help them continue to grow as readers. Some of the issues addressed include: differentiation and modification of reading instruction; the role of interest assessment; evaluating curricular materials and books; and creating engaging reading experiences for talented readers. Handouts will include information on talented readers, teaching suggestions, and sources for materials to use with talented readers.

206 Learning to Move, Moving to Learn

Cissy Whipp, Dance Educator, J. Wallace James Arts & Technology Academy, Louisiana

This focus of this workshop is the integration of creative movement and drama into the reading and science curricular areas. Participants will discover creative ways to develop higher level thinking skills that reach the kinesthetic learner. The day will include arts integration strategies that have been successfully tested in the schools. In reading these include creative dance in reading comprehension; developing sensory images; building and activating schema. In science these include learning about a wetlands environment and its preservation through movement, improvisation, and simple choreography.

Wednesday, June 8, 2005 (Full Day Sessions)

Sessions are listed alphabetically by presenter's name.

301 Primary Sources: Springboards to Historical Research

Sally M. Dobyns, University of Louisiana at Lafayette

"We teach a subject not to produce little living libraries on that subject, but rather to get a student to...consider matters as an historian does, to take part in the process of knowledge-getting. Knowing is a process, not a product." Jerome Bruner, 1966. Primary sources provide high-interest springboards into student-generated historical research. When engaged in the interpretation of primary source materials, students' curiosity takes over, and the natural result is questions that excite the students who ask them. Participants in this hands-on, minds-on session will engage in historical thinking while exploring a variety of primary sources, including Civil War letters, antebellum plantation records, artifacts, photographs, tombstone rubbings, magazines, oral histories, and family stories...what better place to begin? The NCSS History Standards support every aspect of historical detection, including the field trips to an old cemetery. (\$5.00 materials fee for optional tombstone rubbings, weather permitting)

302 Mentoring Mathematical Minds: Teaching Math to Talented Elementary Students

M. Katherine Gavin, University of Connecticut.

In this strand, teachers participate in hands-on investigations from new innovative curriculum units to meet the needs of talented math students at the elementary level developed by Project M3: Mentoring Mathematical Minds, a Javits research grant at UConn.

303 Kinetic Strategies for Underachieving Students

Gail N. Herman, Garrett County Public Schools, Maryland

Many underachieving GT/LD and ADHD students learn best kinesthetically. Many students are creatively kinesthetic. Some can create physical mnemonics for learning, characters for stories, and movement pieces to describe processes in math and science. Some just love to move, mime, and dance. This workshop will provide participants with examples, resources, and ideas for getting started. This is a chance to spice up the curriculum AND address standards. Think of learning parts of speech through chants and acting, adverbs through mime, addition or fractions through dancing and stories, geometry vocabulary through a story, scientific processes through drawing and movement, architecture through the rondo form and tableau, and art appreciation through movement. In addition, think of reviewing social studies and geographic content through theatre games.

304 The Multiple Menu Model: Design and Implementation

Jann Leppien & Thomas S. Hays, Supervisor of Gifted Programs (ret.), Lincoln Public Schools, Lincoln, Nebraska
Description to be added...

305 Now Serving: As Smokey Says, "Only YOU Can Make A Difference"

DeAnna Jenkins, Curriculum Specialist Fort Worth ISD

Are you an educator who believes that young people can make a difference in our world? Do you believe that curriculum should be engaging, meaningful and empower students to meet a need or problem within their community? If so, attend this session to learn how to infuse service-learning into your daily academic rigor. This session will assist the educator in creating concepts, essential understandings and lessons that help make interdisciplinary curriculum connections between the service-learning project, academic goals, and the larger world we are all a part of.

306 Wetland Ecology

Jim Whelan, Southeastern Louisiana University

Wetlands are Louisiana's most valuable and vulnerable resource. What makes these mysterious places filled with strange creatures so special? Participants will find out first-hand through direct observations of a wetland ecosystem and designing one for the classroom. They will investigate the microscopic and macroscopic life in a swamp and conduct their own wetland investigation. The program will conclude with www.wetlands.com, an exploration of wetland resources on the World Wide Web.

307 Authentic Assessment: Providing for “Full-Service” Differentiation

Carol Ann Williams, Upper Township Cape May Public Schools, New Jersey & Christine Briggs, University of Louisiana at Lafayette

Given the present climate of including all children with exceptionalities in general education classrooms, the need for providing “full-service” differentiation is imperative for student success. This workshop will focus on authentic assessment strategies that will fully evaluate student work according to levels of readiness, cognitive preference and learning style. Session objectives include identifying the characteristics of authentic assessment, listing various forms of authentic assessment, and constructing rubrics to evaluate student products.

MORNING Thursday, June 9, 2005 (Split-Day Sessions)

Sessions are listed alphabetically by presenter's name.

401 Differentiation and Diversity

Chris Briggs, University of Louisiana at Lafayette & Carol Ann Williams, Upper Township Cape May Public Schools, New Jersey
Over half of the parishes in Louisiana are out of OCR compliance for their lack of representation of diverse students in gifted program offerings. With the state's testing requirements, how might this disparity improve? This session will discuss how programs across the U.S. are working to increase the representation of diversity in their programs. During this session participants will review differentiation techniques and examine how they may be used to encourage and improve access of diverse students in high academic offerings. Participants will learn how programs from across the U.S. use alternative assessments and multiple criteria for formal identification and talent pool and select instructional options to encourage gifted behaviors in all students. Participants will have the opportunity to discuss ideas and examine instructional strategies that encourage higher levels of student performance.

402 Career Development and Planning for Gifted/Talented Adolescents

Meredith Greene, Annapolis Valley Regional School Board, Nova Scotia, Canada
Gifted and talented teenagers typically receive little help with planning for careers. This session will provide teachers and parents with an understanding of some of the major career issues facing these adolescents, according to a life/career development approach. Career-related issues to be discussed include societal expectations, personality traits, perfectionism, multipotentiality, and the challenges facing special populations.

403 Anti-intellectualism: What It Is and What It Does

Tom Hays, Lincoln Public Schools, Lincoln, Nebraska (ret.)
Although this "ism" is rarely identified, discussed or understood, it has a profound effect on the culture and learning climate of schools. This presentation is an exploration of the history and nature of anti-intellectualism. Topics included in this presentation are: A definition of anti-intellectualism, specific examples of how it "shows itself" in American culture, and a review of several research studies on this topic. Real world examples on how anti-intellectualism discourages student achievement will also be included.

404 Storytelling with a Beat!

Gail N. Herman, Garrett County Public Schools, Maryland
Immerse yourself in music and story! We will explore stories that contain music or are suited to adding either songs or musical sound effects (for actions, objects, and mood) with percussion world instruments. We will explore the rhythm and musical elements in narrative poems and create new song-stories in ballad form using vocal and musical sound effects with folk instruments from around the world. Enrichment teachers, classroom teachers, and of course music teachers will enjoy this session. You do not have to play an instrument (we will have plenty), but if you have one, bring it! Handouts include sample lessons and a list of wonderful children's literature suitable for storytelling with a beat. You really need nothing but your clapping hands, your talking or singing voice, and your creativity.

405 Origami for Fun and Pleasure in the Classroom

Rachel McAnallen, The Math Channel
All origami begins with putting the hands in motion. Understanding something intellectually and knowing the same thing tactilely are very different experiences. To learn origami, you must fold it. In this workshop the participants will build math models through the use of unit/modular origami. Inherent in all the folding is the wonderful world of transformational geometry. The participants will learn about the Platonic and Archimedean solids along with their duals and stellations and will leave the session with several models in hand. For those who have origami experience, not to worry, differentiation is alive and well. Bring patience, perseverance and a sense of humor to this workshop. A \$6.00 fee is needed for a packet of origami paper.

406 You Too Can Be Wet and Wild!

Suzi Thornton, Iberia Parish Schools (retired!) & Cindy Lassalle, Episcopal School of Acadiana Lower School
Get wet and wild with resources and project ideas about the wetlands. Learn how to combine music, art, drama, social studies and science to teach an integrated wetlands unit with hands-on activities and varied resources. Presenters will share a successful grant funded project for a regular class with gifted inclusion to perform the play at other schools and record wetlands music in a real recording studio. Participants will receive copies of the class play, prop and costume ideas, and song lyrics for music with the content and vocabulary of the wetlands. Learn how this project and others can challenge students of all ability levels and evolve into activities like quilt designs, information exchanges with other classes, and real world projects.

AFTERNOON Thursday, June 9, 2004 (Split-Day Sessions)

Sessions are listed alphabetically by presenter's name.

451 Enrichment Clusters: Ode to the JOY of Learning

Deb Cochran, Tarrah Davis, Anne Johnson, Cindy Lassalle, Kristy Robin & Sandra Thompson

What are enrichment clusters (ECs)? How do they fit into the Schoolwide Enrichment Model? How do they fit into traditional school settings? How are topics decided? (HINT: Teachers' interests count, too!) How long do clusters last? What about products? These questions and others will be answered. For answers to these questions and examples of successful ECs, join the faculty of a "from the ground up" Schoolwide Enrichment Model school that has just completed its first round of ECs. Session will include "lessons learned" by this fun team of teachers. If you have wondered about how enrichment clusters might fit into your day and your school, this is the session for you!

452 National Board Certification for Teachers

Cheryl Friberg, Enrichment Specialist, St. Landry Parish Schools

Would you like to spend a year describing, analyzing and reflecting on how your teaching makes a difference in your students' learning? If so, this session is for you. It will provide you with an overview of the general requirements, intrinsic motivation and extrinsic rewards of pursuing the National Board for Professional Teaching Standards (NBPTS) process. Being recognized as one of the our nation's best teachers could be in your future.

453 Thinking Outside the Box City

Hector Lasala, University of Louisiana at Lafayette

Box City is an opportunity to learn about the historical, social, and civic factors manifested in a city and its buildings. Participants in this session will be exposed to the processes that have shaped the built-environment and discoveries about what a community is and how it works. A one-hour historical walking tour of downtown Lafayette will emphasize the narratives behind the buildings that make up this city. Then to build the "Box City" itself, each participant is assigned a building type and a location for it. They simultaneously create fictitious biographies of the structure's past and present inhabitants. Cumulative stories are told by the "builders". Thus, a kind of town history is constructed. The last segment is dedicated to reflecting on how to adapt the workshop to each participant's needs, (i.e., grade level, subject, space and time limitations, etc.). In addition to learning how communities create the places they need, want, and deserve, "Box City" develops skills (i.e., abstract thinking, observation, patterning, creativity, storytelling, measuring, mapping, designing, teamwork, sense of place) and connects varied disciplines.

454 Geocaching: A High-Tech Search for Connections and Understanding

Louise Prejean, Sally Dobyns, University of Louisiana at Lafayette and Andre Prejean, Fugro Intl.

Join the hunt! Armed with Global Positioning System (GPS) receivers, locate and create treasure troves of content that can be applied across the curriculum.

455 Demystifying the College Process

Melinda W. Mangham, Lafayette High School, Louisiana

High ability students often have special problems in college planning. They need an action plan and a college planning timeline such as those shared in this session. Also included in the workshop are scholarship search strategies, characteristics of colleges (what to look for), suggestions for making the right match, and financial considerations. In short, this session addresses all you ever need to know in order to attend the college of your dreams...or your child's dreams...without a Family Feud!

456 Practical Tools for Creative Learning and Problem Solving (Keynote Follow-Up Session)

Don Treffinger, Center for Creative Learning

In this workshop, you will learn several practical tools for generating ideas (creative thinking) and for focusing ideas (critical thinking). Individuals and groups of all ages can apply these tools in any content area. The workshop will also provide an introduction to Creative Problem Solving (CPS), building on our most recent research and development work in CPS and its practical applications for children, adolescents and adults.

Friday, June 10, 2005 (Full day sessions)

Sessions are listed alphabetically by presenter's name.

501 Means and Measures for Finding and Nurturing Creativity (Keynote Follow-Up Session)

Bonnie Cramond, University of Georgia

In the first half of the session we will focus on finding creativity. Participants will learn about various measures, formal and informal, for discovering and recognizing creative talent. Because creativity is multifaceted, we will look at various aspects of the creative personality, process, product, motivation, etc.

In the second half of the session we will focus on nurturing creativity. Participants will learn research-based information on how to build a creativity-friendly environment, encourage creative motivation, and foster talent development. Emphasis will be on general adaptations that can be made in the home and/or classroom rather than on specific creativity strategies.

502 Classroom Counselor: Counseling Techniques for Teachers

Meredith Greene, Annapolis Valley Regional School Board, Nova Scotia, Canada

Do gifted kids regularly seek you out as an advocate, ally, or advisor? Even though many gifted educators are armed with many curricular options and a keen awareness of social and emotional issues for gifted youth, they are seldom trained in the counseling techniques or the self-care needed to deal with these issues in the classroom. In this session, participants will explore the role of teacher as counselor, learn practical and simple counseling approaches, and practice basic skills that can be applied in the classroom to enhance students' social and emotional well-being.

503 Writing Tall Tales and “True” Tall Stories

Gail N. Herman, Garrett County Public Schools, Maryland

Storytelling motivates students to read, teaches prediction, and nurtures strengths that do not rely solely on reading and writing. We tell our stories to discover what we need to write and what we forgot to write. Some students want to read and tell traditional tall tales like Paul Bunyan; others want to create original tall stories about pets, machines, plants, weather, their towns and townspeople, etc. This workshop is for people who want to grow 8 feet tall! (Johnny, Davey, Mike, Pecos, Sally Ann [Davey's wife], and Paul are welcome, too!)

504 Social Studies Alive: Medieval Studies Through Puppetry

Karen Konnerth, of Calliope Puppets, Louisiana

This workshop provides strategies for teachers to lead students in the active internalization of the elements of social studies through puppetry research. Participants create and bring to life the citizens of a traditional medieval community as puppets. As a result of taking part in this workshop, participants will appreciate the cultural and historical depth of the art form of puppetry. Teachers will know the essential elements, and expressive possibilities, of puppetry. Teachers will be able to connect their knowledge of this art form to a social studies-based curriculum, and they will be able to lead students in active learning in an academic curriculum centered lesson through puppetry. This workshop has been developed in collaboration with the Kennedy Center for Performing Arts, and has been presented there.

505 Creative & Humorous Ways to Teach Math Without Worksheets

Rachel McAnallen, The Math Channel

This workshop is designed to use place value as a tool to understand the four basic arithmetic operations. Using a monetary approach and calling numbers by their correct place value names, the participants will find many creative and humorous ways to teach the basic math concepts. Developmental theory, multiple intelligences and different learning styles will be emphasized which should enable teachers help all students, including those who are dyslexic and math anxious, to understand math concepts from the concrete stages to the abstract. The final outcome of the workshop is to understand that arithmetic is answering the question whereas mathematics is questioning the answer.

506 Using Higher Order Thinking Skills to Add Depth and Complexity to Content

Stuart Omdal, University of Northern Colorado

Depth and complexity in content is not gained by merely adding more names, dates and facts. It is attained through the types of thinking processes required of learners. By explicitly incorporating specific thinking skills in your lesson design, you can engage your students' minds by means of increased intellectual demand. Through actively experiencing the application of higher order thinking skills participants will become familiar with the Burns' Taxonomy of Thinking Skills and a model for teaching thinking skills in the regular curriculum.

LAGNIAPPE 2005 REGISTRATION INFORMATION

Fees

The institute fee is \$25 per day. Registration fees include all costs of instruction, general material packets, breakfast, lunch and afternoon refreshments. Please note that some sessions have an additional supply or resource fee that is indicated on the individual session descriptions.

**** A \$25 check or purchase order is required for each day that you plan to attend. (This is to hold your place!) Please send a purchase order or check made out to *Louisiana Lagniappe* along with your registration.**

Location

Louisiana Lagniappe is held on the campus of the University of Louisiana at Lafayette. Lafayette is easily accessible by car or by air. Lafayette is situated at the intersection of I-10 and I-49. A map and driving directions will be sent to you upon receipt of your registration. Lafayette Regional Airport is served by Delta, Continental and Northwest Airlines.

Housing

Campus housing is available in UL Lafayette's Legacy Apartments. Legacy Apartments are within easy walking distance from all institute sessions. The cost is \$65 per person for 2 bdrm/2 bath apartments. Bring your own bedding, soap, etc. Registration for campus housing is on the registration form on page 14.

For campus housing questions, please call 337-482-5471 or email housing@louisiana.edu (refer to Louisiana Lagniappe institute for teachers.)

Rooms have been blocked at Hotel Acadiana/Best Western on West Pinhook Rd. The hotel is two miles from campus. The rate is \$65 per night per room (not per person). (Bring tax exempt form.) Call 800-826-8386 or 337-233-8120 for reservations. There are also other hotels within five miles of campus. With verification of your registration, we will provide information about hotels and restaurants in the area.

CLUs

Certificates of attendance will be provided for those needing CLUs for Louisiana Lagniappe participation.

Academic Credit

Participants who register for all five days are eligible to register for three graduate credit hours in the Fall 2005 semester. Tuition for three graduation credit hours is not included in the institute fees. Information necessary for tuition exemption applications will be provided at the institute in June.

Questions

For registration questions, cancellations, participant substitutions or payment questions, call your local district gifted and talented program coordinator, or SPED coordinator.

For program content questions, special needs requirements, or credit hours and CLUs, call Sally Dobyns at 337-482-1073 or email lagniappe@louisiana.edu.

Lagniappe 2005 Registration Form

Name _____ SS# _____

Home Address _____

City _____ State _____ Zip _____

Home Phone _____ Home Email _____

School _____ Position _____

School Address _____

School Phone _____ School Email _____

District Affiliation _____

Indicate all that apply Teacher Administrator Counselor Home schooling parent Parent
 Graduate student Undergraduate student Teaching artist Other (please specify) _____

Day Selections

Indicate the days you plan to attend by checking the columns below.

Day choice

	Monday, June 6, 2005
	Tuesday, June 7, 2005
	Wednesday, June 8, 2005
	Thursday, June 9, 2005
	Friday, June 10, 2005

Housing

Please see page 13 for housing information and indicate your choices below for campus housing ONLY.

	MON \$65		TUES \$65		WED \$65		THURS \$65		FRI \$65
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Totals

Total number of days (sessions)		x _____ =	
		(see fees pg. 13)	
Total number of days (housing)		x _____ =	
		(\$65)	
Total			

Please return to:
 Dr. Sally M. Dobyms
 UL Lafayette Box 43251
 Center for Gifted Education
 Lafayette, LA 70504-3251