Three Justifications for effectively teaching exceptional babies to third grade with respect to their characteristics, an effective curricula, and an exceptional-research data base.

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Editor Olga Jaramillo
1/30/2013

To effectively teach exceptional-0 to third-grade-children-who have intrinsic special talents involves-knowing-about-their normal growth and development-along with their respective characteristics, the implementation of effective curricula, and as well-as-the accessing-of an effective and well-researched-educational-database (see Gordon, A. M. & Brown, K. W., 2008; Sankar-DeLeeuw, N. 1999; Allen, K. E., 1998; Robinson, A & Clinkenbeard, 1998; Harty, H. Adkins, D. M., Sherwood, R., 2001; Stanford, F. (2008). To do this-as per the essay's criteria-I separate this study into Pre-K (0 to five years of age) and K-3rd grade (six to eight years of age) cohorts.

Pre-K Exceptional Child Characteristics:

With respect to justifying-knowing the Pre-K child's normal-growth-and development, I-primarily-rely on Piaget and Erickson's developmental schematas when describing a child's developmental disabilities-along with their giftedness. Moreover, at the age of zero-these children begin to demonstrate more awareness than their normal counterparts. Moreover, they-also-exhibit these characteristics: accelerated verbal skills, advanced curiosity, advanced-concentration-skills, and effective-problem skill abilities (Gordon, A. M. & Brown, K. W., 2008;
Delmar, 2009).

In addition to the above characteristics, they also exhibit the following datailed descriptors: lengthy memory patterns, extensive memories, effective vocabulary experimenters, creativity with respect to songs, poems, stories, and rhymes, creators of effective interrogatives, rapid learning, good logicians, graspers of extensive data, and effective comprehenders of abstract concepts (Allen, K. E., 1998).

With respect to elaborating upon their comprehesion of abstract concepts, this is evident because they can compose complex classification schemata by grouping objects, such as model vehicles, toys (such as robots, airplanes and boats) (Delmar, 2009) Moreover, they can also solve advanced-unique-problems, such as sophisticated mazes and cross-word problems. Furthermore, they tend to be eager to learn and very inquisitive. They also become engrossed into topics-such as dinosaurs, animals, and astronomy and will do this for hours. Furthermore, they also demonstrate advanced orientation skills and excellent spatiality skills. Moreover, they immediately can detect changes in their ambiences, such as re-arrangement of tables, chairs, and even toys (Delmar, 2009).

Curricula:

Since advanced/exceptional children excel with respect to the above characteristics-it is-therefore-essential to compose curricula that accounts for their growth and development because when the curricula is redundant and/or boring-they lose interest-and won't advance. Thus, with respect to Erickson and Piaget's psycho-academic stages, we need to teach them concepts

that are novel to them so that they stay on task and excel. To do this, we need to teach them with respect to Vygtotsky's zone of proximal development (Jaramillo, J. 1996). Hence, the curricula needs to advance them via their par excellence skills which needs to therefore comprise curricula that is always one step more advance then they are. For example, I recommend more advanced vocabulary, such as "brick, boulder, and store" when they have demonstrated an understanding of more common words, such as mother, rock, and father-at about the age of three.

Exceptional-Student-Research-Base:

As per the research of Sankar-DeLeeuw, N. (1999); Allen, K. E., (1998), Jaramillo, J (1996 +) exceptional Pre-k infants to children enjoy educators who are creativeds and who prompt them to advance beyond their immediate data base via cognitive-constructivist curricula composed of hands-on-learing to abstract concepts, such as Tyranosaurus Rex (i.e, the Greek and Latin-longer words). To do this, we-as educators need to always be assessing their current level of lexicon, phrases, and syntax and then devise concepts that are above-say Juan's-three year-old-database-say words, such as the "table"-can be expanded upon by our modeling a phrase, such as the "Hockey table's players etc. which correlates with Piaget's concept of assimilation (that is, adding nouveau data to past data-as oppossed to accomodation which involve all new data reception.

Moreover, a one-year-old-child who can say one or two words, such as mama or papa-can advance when we model-lengthier/composite words, such as "grandma or grandfather" while pointing to grandma or grandpa who are in the vicinity. Moreover, a four year old who cay say sentences, such as: "My Papa James is coming home" can be prompted to produce longer sentences, such as "My Papa is coming home and will bring me chocolate" by pointing to Papa or showing a photo of him with a chocolate bar. A five-year-old who can produce and write a sentence, such as "My barbie doll is very tall"-can be prompted to produce (verbally and in writing) other more sophisticated-advanced/abstract concepts, such as "My barbie doll is very tall, slim, and beautiful by simply stating this query to the child: "Tell me more about your barbie doll" and-then-they should be able to elaborate as I did with the aforementioned example. When a child produces a sentences that consists of absorbing data into a past foundation then it correlates with Piaget's assimilation criterion whereas the reception of new data corresponds to accomodation). In the case-above-where the girl assimilates or absorbs nouveau data (namely-slim and beautiful-then she is absorbing-as well as accomodation when she uses the syntax in an entirely new ways with these new words-as in this example: "The doll is slim and bella."

K-3rd Grade Exceptional Student Characteristics:

With respect to justifying-knowing the K-3rd grade-child's normal-growth-and development, I-again-primarily-rely on Piaget and Erickson's developmental schematas when describing a child's developmental disabilities-along with their giftedness. Moreover, at the age of six these children begin to demonstrate characteristics, such as answering complicating queries, desire continual advanced concepts/syntax, seek to debate via dialogue, seek to elaborate more than normal children-their age, and want more grading criteria. Moreover, they-need this on a daily basis (Harty, H. Adkins, D. M., Sherwood, R., (2001); and Stanford, F. (2008).

To be more specific with respect to a A K-3rd exceptional/talented child's characteristics, he/she wants to elaborately answer to queries that are novel ones, such as "Why is the sky turqoise? in which they might respond with the query-"It is turqoise because the ocean is often blue." They also want to tackle more advanced concepts, such as "Lava was originally hot" and Stores sell products," etc. With respect dialogue-they enjoy dialoguing with adults-as to abstract concepts, such as "Why do fireman have a Dalmation Dog?" Moreover, in the school, they want teachers to grade-virtually-very aspect ot their papers-in a detailed fashion, such as grammatical symbols to syntax correction to diacritical markes, such as commas, periods, question marks, etc as my elementary teacher Mrs. Martinez did when we neglected to do so.

Curricula:

To prevent exceptional or talented children from becoming bored, it is thus-necessary to construct curricula that keeps them within or past the proximal zone (the word proximal is of Greco-Latin origins and means-"the next" and in the Vygotsky case-means higher-order-learning concepts (Gordon, A. M. & Brown, K. W., 2008). These older-exceptional children want to do more accomodation as opposed to assimilation. Their sensory apparatus is quite keen and thus requires educators to activate their inquisitiveness and senses of hearing, smelling, touching, tasting, and seeing-along with novel abstractions. One way to do this is via J. Jaramillo's use of learning about the guacamole dish's ingredients as well as how to prepare it with everyone contribution to its preparation-as well-as its serving.

For instance, "guacamole" is a native word, and its principal ingredient avocado/aguacatl is a word that goes at least-as far back as the Tolteca-Nahuatl language-does. In any case, students-in a Montessori ambience-will learn what each ingredient word means and how they are essential to the popular dish known as guacamole which is also a native word. For instance, we will model the lime/lima, sal/salt, la pimienta/pepper, la cebolla/onion, and ajo/garclic while the students simultaneously say these aforementioned words-as well-as each of the who must say them in two or more languages-as well as-individually via speaking, reading, and writing about this ancient dish-along with its recipe/receta. Afterwards, we will collectively peel, cut/dice, and mix the ingredients-together-to create this dish. Students will-in turn-write syntax that describes this process, such as: "Guacamole includes: onions, avocados, garlic, salt, and pepper."

K-3rd Research Data Base:

This research data base-like the Pre-K one-calls for interdisciplinary and more creative teaching of concepts to this age-group which wants to do more creative activities via curricula that stimulates them (see Gordon, A. M. & Brown, K. W., 2008); Jaramillo, J 1996). Moreover, the research also indicates that these students want to do more "accomodation" rather than Piaget's "assimilation" aspect/criterion). Thus-like J. Jaramillo-Vygotsky, Piaget, and the Gardiners-we-likewise-advocate creating an "accomodative" ambience-as opposed to an "assimilative" one.

Conclusion:

Both Pre-K and K-3rd grade exceptional or talent children/students not only want but need more of an "accomodative" ambience where their senses are given novel mutiple-intelligences data so that they can continue to intellectually grow with respect to Piaget, Erickson, and Vygtosky's

developmental schemes. Thus, to do this requires us to answer their queries in depth and then provide them with techniques that engage their curiosity-daily.

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