

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

The Compactor

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NAME Brad AGE 10 TEACHER(S) _____ Individual Conference Dates And Persons
Participating in Planning Of IEP

SCHOOL _____ GRADE 5 PARENT(S) _____

<u>CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING</u> Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	<u>PROCEDURES FOR COMPACTING BASIC MATERIAL</u> Describe activities that will be used to guarantee proficiency in basic curricular areas.	<u>ACCELERATION AND/OR ENRICHMENT ACTIVITIES</u> Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.
1. Language Arts Text: Holt, Level 13 and novels. Outstanding test scores and grades	1. Read independently at own pace. 2. Limited use of skills sheets and workbook. No reinforcement or exercises showing mastery. 3. Emphasis on critical thinking, comprehension and literary skills. 4. Enrichment activities 5. Supplemental materials provided by the reading consultant	1. Critical thinking - Talents Unlimited 2. USSR 3. Great Books 4. Process Writing 5. Story Mapping 6. Advanced research skills 7. Response-Oriented Projects: Writing - Arts - Geography 8. Time for TYPE III Study Project
2. Spelling Outstanding scores and grades	1. No reinforcement of words mastered. 2. Bonus words	
3. Math Superior scores and grades Text: Addison-Wesley Group: Enriched	1. Pace according to Brad's needs 2. No reinforcement on items that show proficiency 3. Limit extra practice - do just odd or just even examples. 4. Use supplemental materials provided by math consultant. 5. Enrichment activities	1. Logical thinking 2. Probability and statistics 3. "Menu" learning center math 4. Puzzles and games - ex: tangrams, magic squares, number palindromes 5. Square One Videos 6. Geometry 7. Computer programs 8. Time for Type III Study Project

Check here if additional information is recorded on the reverse side.