Chapter 5 *Attention to Detail*

Attention to detail and desire for accuracy are other characteristics of the gifted child. This desire for “perfectionism” is something most of us as teachers battle with internally. Can you share an example of when you yourself overly obsessed about detail or accuracy? I like the following paragraph near the end of the chapter on page 61. “As a teacher, your job is not to remove the desire for perfection or the love of attention to detail- just to help the kids learn to manage it so that it doesn’t get in the way. Help them remember that managing one’s desire for success is usually coupled with inevitable obstacles.” 

Chapter 7 *Creativity and Divergent Thinking*

**Divergent** thinkers are nonconformists who much prefer their own way of thinking over some method you may be trying to teach. So, if we leave creativity out of our teaching we are not able to “spark” the interest of our students to try our “tried and true methods”! I have certainly experienced this while teaching math. I love the example of page 86 where the remedial math student solves the regrouping subtraction problem using the tens digit before using the ones digit correctly getting the solution. Do you have any examples of “divergent thinking” from your students where their ideas worked just as well or better than your methods? What about **mnemonic** ideas for remembering facts or problem solving steps? Can you share one creative thing you do or have done in your class that reall7y excited or energized your students for learning?