

## Excerpts from an Annotated Educational History of a Lone Star Student – Written by Parent in February 2010

- ❖ Kindergarten
  - Child was doing square roots in math, while other classmates were learning how to write their numbers.
- ❖ 1<sup>st</sup> Grade
  - Teacher decided that Child knew everything he needed to know for 1<sup>st</sup> grade and assigned him to “tutor” the other children instead of doing the assignments
  - Child loved the mentoring role and thrived at being able to share his knowledge and teach other students
  - Child was allowed to wander the classroom and do what he wanted and had very little accountability for turning in assignments.
  - This led to an attitude that Child could set his own rules and didn't have to be accountable like the other students.
- ❖ 2<sup>nd</sup> Grade
  - Child's teacher was very annoyed with him and let him know it by belittling him in front of the other students.
  - Child's teacher admitted that she didn't know what to do with him and would rather spend her time focusing on the children who were not up to grade level yet.
  - Child hated this year in school.
  - Child had very few friends this year and was very unhappy.
- ❖ 3<sup>rd</sup> Grade
  - Child was very bored with math. He asked if he could move on to the 4<sup>th</sup> grade math curriculum.
  - He was told that if he completed all the assignments in the 3<sup>rd</sup> grade book, that he could do the 4<sup>th</sup> grade book.
  - He was told that the District and the State wouldn't let him do 4<sup>th</sup> grade math until all the pages in his 3<sup>rd</sup> grade workbook were filled in.
  - Child stopped doing math assignments.
- ❖ 4<sup>th</sup> Grade
  - Child had to do a science fair project this year and it about killed us all trying to get him to actually finish it.
  - He did all the research, ran experiments, absolutely loved what he was learning – but getting him to write up his findings and put together a presentation was a nightmare.
  - His oral presentation was phenomenal. He did amazing at presenting his information and answering questions.
- ❖ 5<sup>th</sup> Grade
  - Child started to have success toward the end of the year when they split the 5<sup>th</sup> grade classes for social studies according to ability. He was put in the highest, independent learning group. The school principal was his new teacher and adored having Child in his class. He would talk to Child in the hallway, at the grocery store, on the playground.... With this new sense of achievement and acceptance, Child began to really enjoy school again.
  - My first interaction with this principal/teacher was when he pulled me aside and said, “Hey... I think Child is really bored because he is so smart. I wish I could have a whole class full of kids like Child. We could move so quickly and learn so much. He is just amazing!”
  - This was right after I had walked out of a parent teacher conference with his classroom teacher who did nothing but complain about what a burden it was to have someone like Child in their classroom.
- ❖ 6<sup>th</sup> Grade
  - Child was beyond excited to be moved ahead 2 years in math. (That makes him the smartest kid in the family – or so he tells us, his older 3 siblings were only a year ahead in math, so he must be the smartest.)
  - Child still struggles with writing for school assignments when he isn't interested in the material or when he doesn't know enough about the topic.

- Child tried to write a novel this fall. He started with a topic he was given in his writing class and then came home and spent hours on the computer typing his novel. This lasted for a few weeks and was really remarkable.
- Child learned to like fiction books this year. He started reading *The Lightning Thief* and loved it. I have tried for years to find something fiction that would interest him. When he showed excitement for this series I immediately bought him the entire set.
- Child loves choir and music and had a solo at the winter concert. This made him feel very special.

#### Parent's Perspective

**So, what do we do for Child? How do we help him excel? How do we provide a learning environment where he can succeed and not drive his teachers completely insane? How do we teach him accountability while encouraging and applauding creativity and intellectual abilities? How do we motivate Child?**

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#### Additional info:

- ❖ Child likes to be in control of his emotions – he hates to feel out of control or to cry.
- ❖ Child has a hard time making friends, but gets along well with the friends he has.
- ❖ Child loves to learn and to let other people know how smart he is.
- ❖ Child wants to be an Engineer and an Inventor.
- ❖ Child gets along best with adults, other “smart” children, or children 1-2 years younger than himself.
- ❖ The same issues Child has at school with turning in assignments he has at home with chores.
- ❖ We have always said that Child’s reality is ‘the world according to Child’.
  - He has his own view of how things should be done and doesn’t much care for other peoples’ timelines.
- ❖ I can home school Child. I have a BS in Elementary Education and have tutored other students throughout the years following college.
- ❖ As parents, we have chosen to keep Child in public school up to this point because he has asked us to, and we believe the benefit of the social interaction with other students is critical to his emotional development.
- ❖ We also believe that it is crucial that Child learn to interact with adults and authority figures and to be held accountable for his assignments and interactions. In college and the work place, Child will need these skills to be successful.