TEACHING UP!

Differentiation Strategies & Insight for Advanced Learners in the Classroom
And a look at all things LAN G/T :)

LAN VALUES

- → Kids FIRST
- → Serve Others
- → Results Driven
- → Everybody Grows
- → Better Together

About Me

- B.S. Texas Woman's University 2005
- M.Ed. Lamar University 2010
- Ed.D. yet to happen :)
- Certified G/T, K-6, ESL
- 19 years experience in education
- Taught K,2,3,4 general ed. classroom 2005-15
- WSISD District Lead G/T Specialist 2015-23
- LAN G/T Specialist 2023-present
- Mom of 4 (1 Army Officer, 1 Nurse, 1 in College, and 1 HS Senior)

01

WHAT IS G/T?

Overview of What It Means to be G/T

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THINKING LAB

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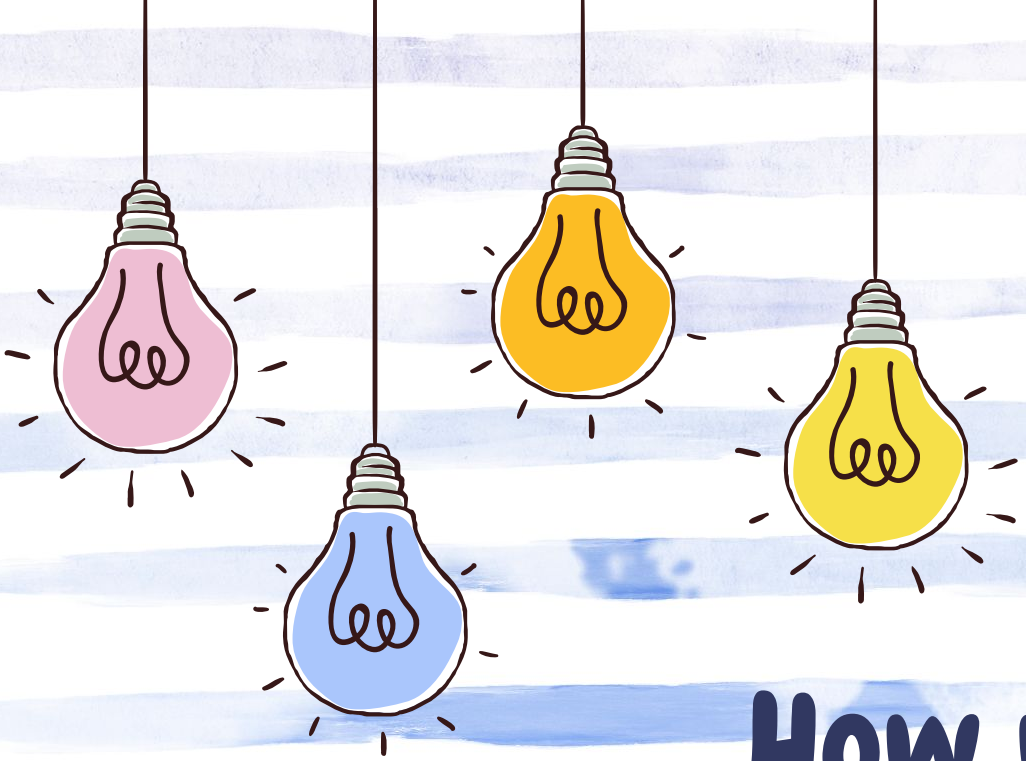
TEACHING UP!

Differentiation & Strategy Ideas

01

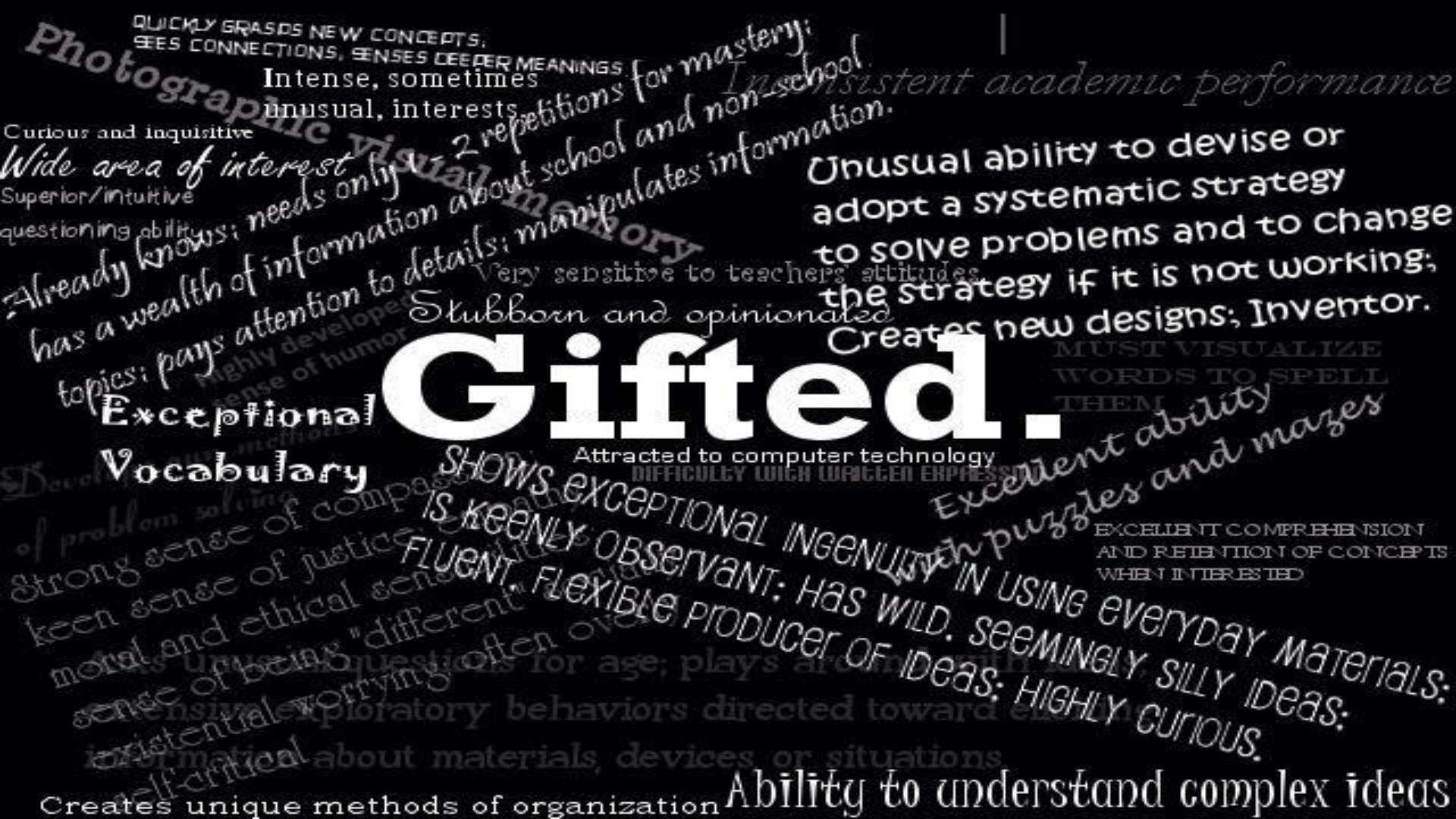
What is G/T?

A look at what Gifted & Talented means



Let's ponder for a moment...

How would you describe a G/T student?


Gifted.
QUICKLY GRASPS NEW CONCEPTS, SEES CONNECTIONS, SENSES DEEPER MEANINGS
Intense, sometimes unusual, interests
Curious and inquisitive
Wide area of interest
Superior/intuitive questioning ability
Already knows; needs only 1-2 repetitions for mastery; has a wealth of information about school and non-school topics; pays attention to details; manipulates information.
Inconsistent academic performance
Unusual ability to devise or adopt a systematic strategy to solve problems and to change the strategy if it is not working; Creates new designs; Inventor.
Very sensitive to teachers' attitudes
Stubborn and opinionated
Exceptional Vocabulary
Attracted to computer technology
SHOWS EXCEPTIONAL INGENUITY IN USING EVERYDAY MATERIALS; IS KEENLY OBSERVANT; HAS WILD, SEEMINGLY SILLY IDEAS; FLUENT, FLEXIBLE PRODUCER OF IDEAS; HIGHLY CURIOUS.
Excellent ability with puzzles and mazes
EXCELLENT COMPREHENSION AND RETENTION OF CONCEPTS WHEN INTERESTED
Creates unique methods of organization
Ability to understand complex ideas

National Definition

students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

Other Definitions




J. RENZULLI

Giftedness includes above-average ability, a high level of task commitment, and creativity

B.CLARK

Giftedness is the brain's ability to integrate functions in an accelerated manner and is expressed through cognition, creativity, academics, leadership, visual arts, and performing arts.

NAGC

Students with gifts and talents perform, or have the capability to perform, at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential.

E. WINNER

Giftedness is when a person is precocious in one area, has a drive to master that area, and thinks un unusual ways in that area.

A gifted child is a student with high potential for learning, making connections, and thinking abstractly who can be, but not necessarily, intense, emotional, perfectionist, have strong convictions or a sense of right and wrong, a need for meaning/understanding in their learning and life, and a strong motivation towards what they are personally interested in. They may or may not be motivated to academically achieve or meet expectations of teachers.

- Beth Zimmermann Knoot (2019)

Gifted Education in the U.S.

Gifted education varies widely across the United States. Although Federal law acknowledges that children with gifts and talents have unique needs that are not traditionally offered in regular school settings, it offers no specific provisions, mandates, or requirements for serving these children.

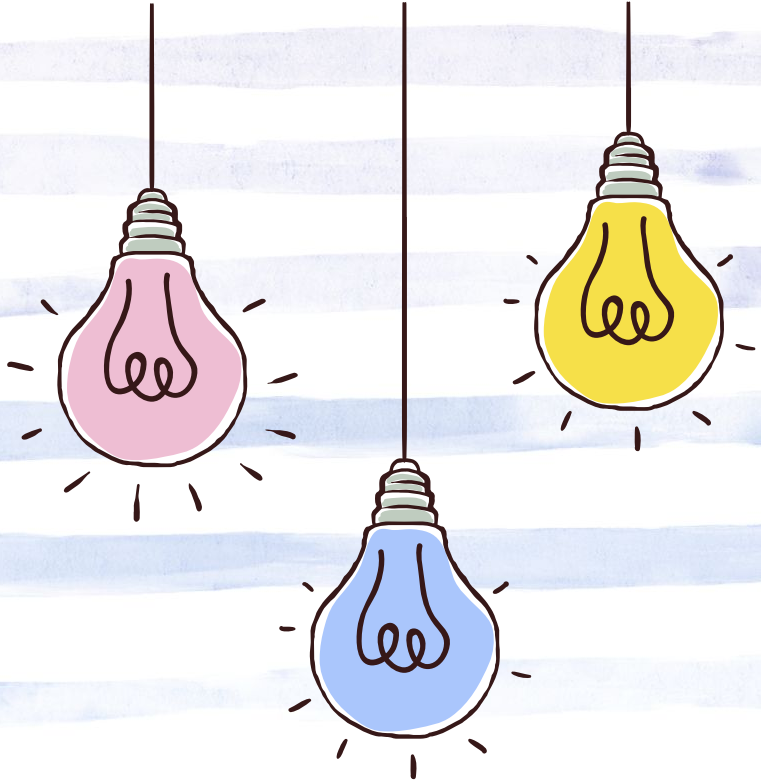
-NAGC

State Definition

“Gifted and talented students” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

(1) exhibits high performance capability in an intellectual, creative, or artistic area;
(2) possesses an unusual capacity for leadership; or
(3) excels in a specific academic field.

In case you were wondering...



Agnosia

ag·no·sia

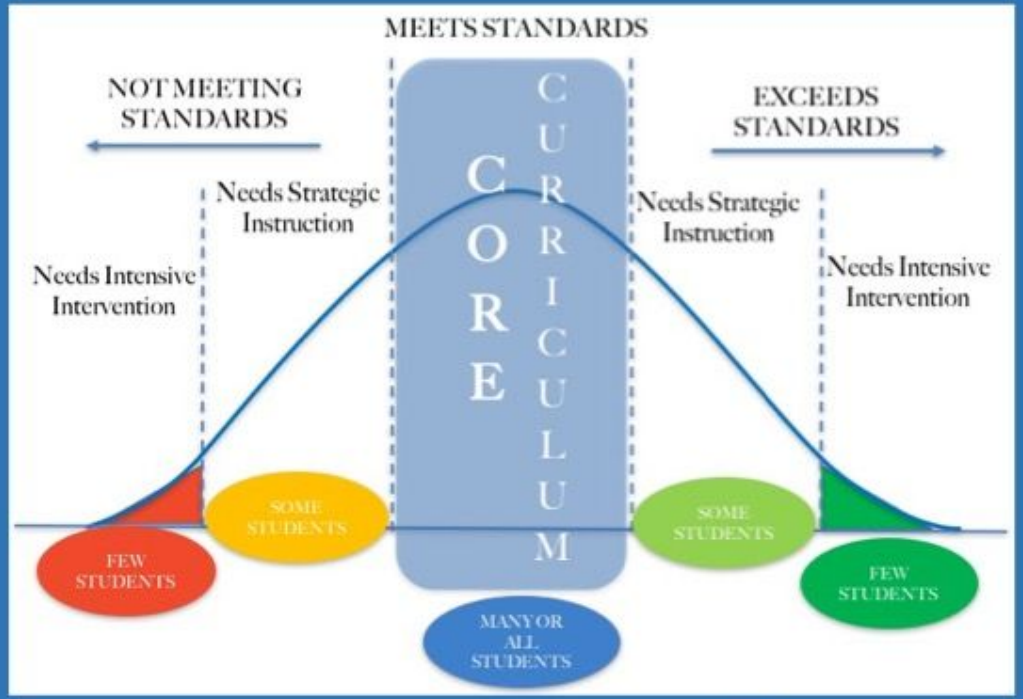
/agˈnōZH(ē)ə/

Noun

inability to interpret sensations and hence to recognize things, typically as a result of brain damage.

There are 3 main types of agnosia: visual, auditory, and tactile

Gifted Students and Intervention



Envision Gifted!

Differentiation for Gifted & Talented Learners

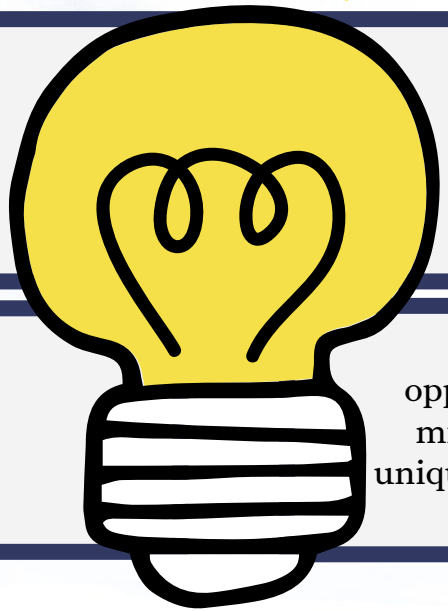
A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts
Answers the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if. . .
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level	Comprehends in-depth, complex ideas.	Abstracts beyond original ideas.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects than will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original, ever changing, and misunderstood.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert, abstracts beyond the field.	Is an inventor and an idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

*Kingore, B. (2008). 20 Tips for nurturing gifted children.

At LAN we believe G/T Students:

Possess unique social-emotional and educational needs that must be addressed for overall success

Require flexibility in systems and services



Are present in all populations and cultures

Value, need, and deserve opportunities to work with like-minded peers and explore their unique passions/ capabilities with like-minded peers

How Are Our G/T Students Served?

Kinder

Push In lessons during the fall with testing in early spring. Identified G/T will attend several pull out classes to familiarize for 1st grade.

1st-5th

Weekly G/T classes with G/T Specialist. Day and time per grade varies by campus schedule.

LAFO

Served through Honors classes. Goal: Any teacher who has Honors classes will have state required 30 G/T hours.

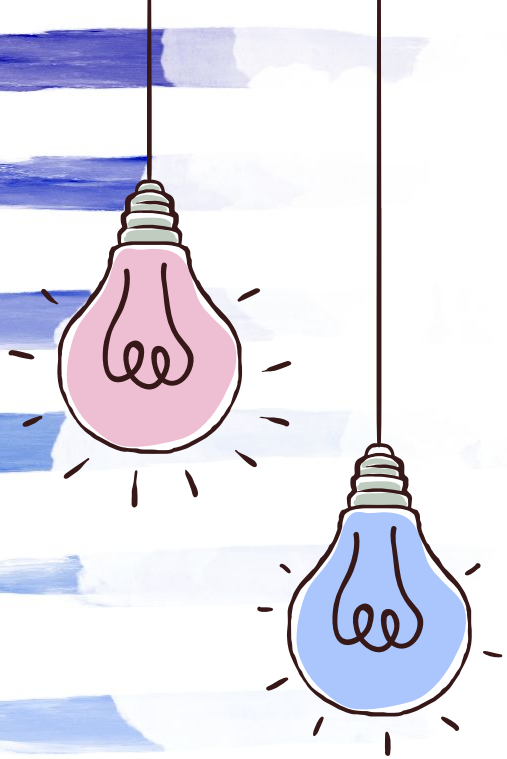
Thinking Lab

Creative inquiry based space available for all students. Teachers can bring class once per week for enrichment.

8 WORD SUMMARY

Or Take Away

Grab a sticky note! You must use exactly 8 words to summarize or tell us something are taking away about what it means to be G/T :)



02 Thinking Lab

How to utilize the Thinking Lab :)

LEADERSHIP ACADEMY
NETWORK

THINKING LAB

Big Idea

To design an innovative thinking space for our school where all students can experience creative and critical thinking

Intentional challenge bins and activities designed for our students to explore, expand their thinking, and engage curiosity.

Challenge bins are designed for up to 4 students to use at a time. These are intentional activities with no teacher prep.

Each bin has:

- An outside label with the challenge name
- Direction page designed for students
- Materials to complete the challenge

Thinking Lab Session - 45 minutes

Start Up

5-10 Minutes

- Up to 4 students per table/group
- One bin per group
- Students start with directions page
- Teacher scaffolds as needed

Challenge Bins

25-30 Minutes

- Students work through challenge
- Teacher monitors students and provides feedback as needed

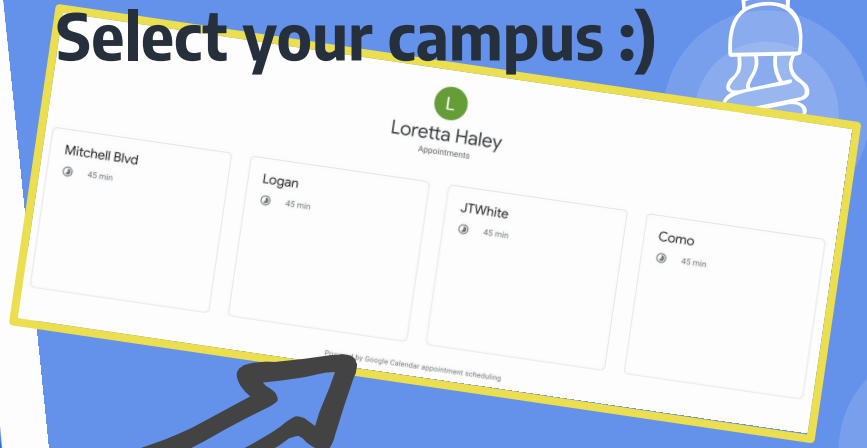
Wrap Up/Clean Up

5-10 Minutes

- ALL materials put back in bins neatly
- Tables clean and clear of trash
- Chairs pushed in
- Bins put away
- Ready for next class

How to Schedule:

QR code will take you to our scheduler. Select your campus :)

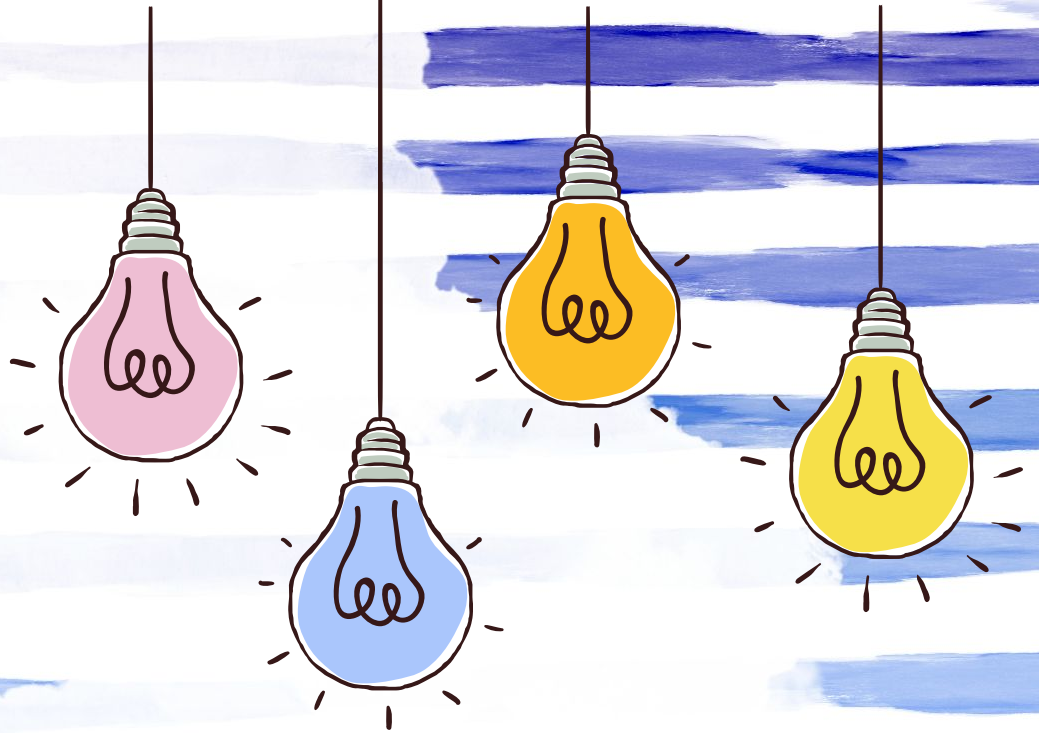


Creative & Critical Thinking

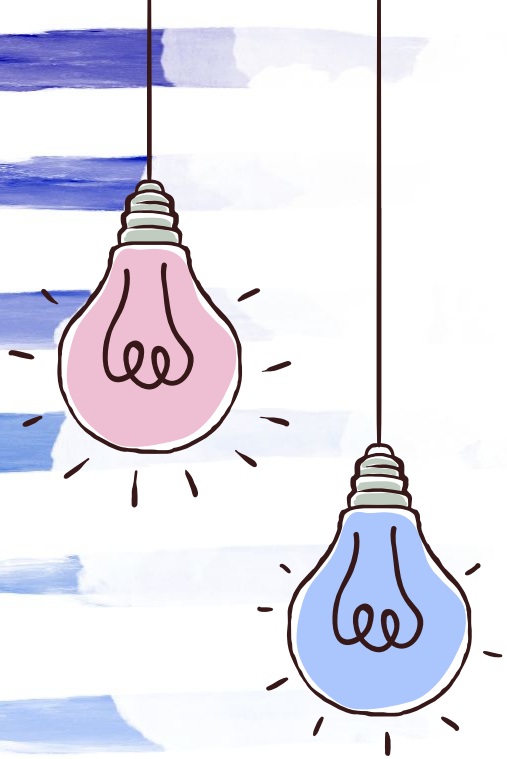
It is important students work through the challenge per the instructions to ensure creative and critical thinking.

Ex. Students may want to skip directions when they see Legos and attempt to free build (creative). Instead their challenge is to use exactly 20 legos to construct something from the challenge card such as an item you find in nature (creative and critical thinking).

Thoughts Before We Break?



Feel free to explore a few of the Thinking Lab bins during this time if you would like!

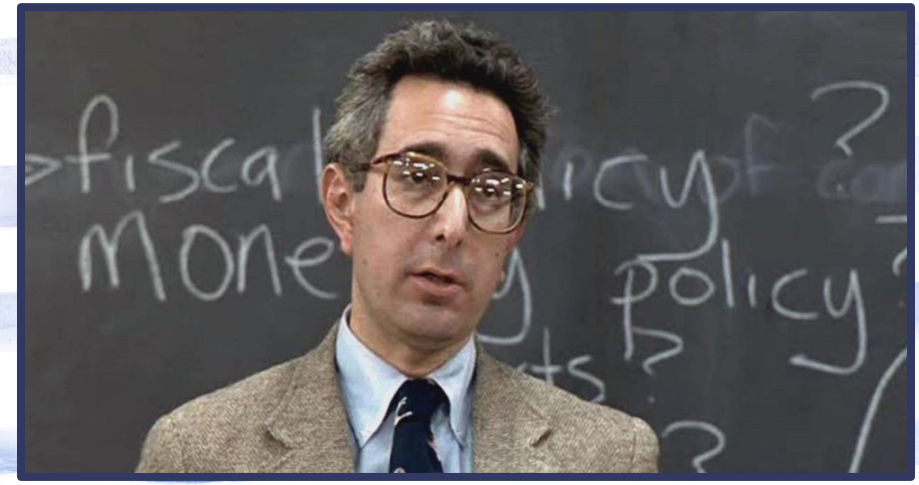


03 Teaching Up!

The WHY of Differentiation & Strategy Ideas You Can Use

Imagine, if you will...

The most boring professional development you've ever attended.



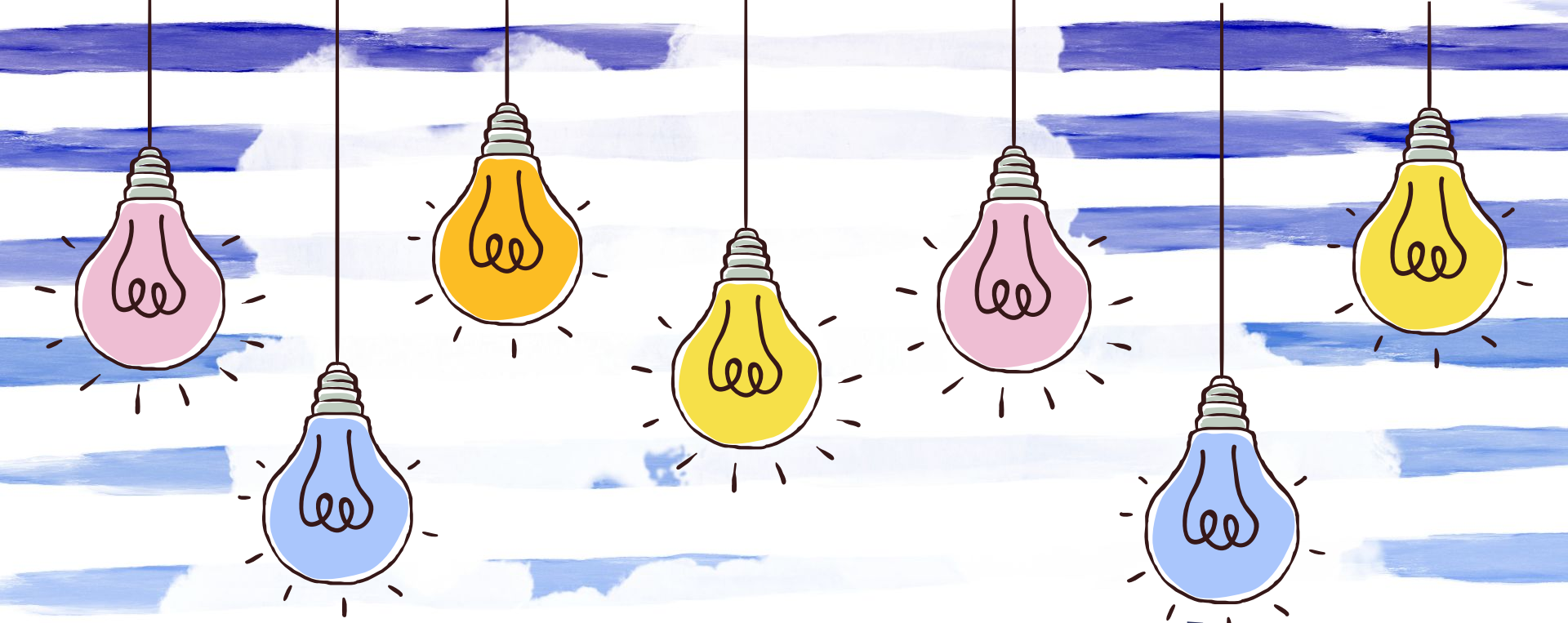
That's how every single day feels to advanced learners who don't have access to a thoroughly challenging, enriched curriculum.

This can lead to...

Behavior problems

Underachievement

Negative Stimulus Seeking



In your own words, what is

1. It does not come <u>after</u> you've written the lesson.

Differentiation starts at stage one of planning.

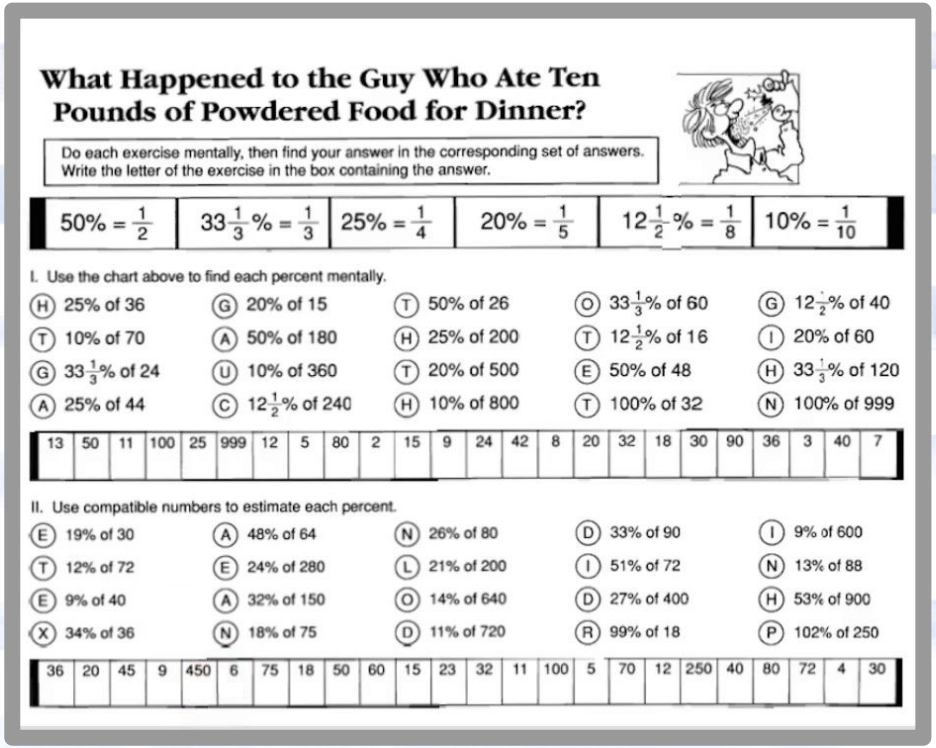
The BEST differentiation is PROACTIVE, not REACTIVE.

2. Differentiation does not assume common knowledge.

Pre-Assess. Pre-Assess. Pre-Assess.

You can't meet advanced learners where they are unless you actually know where they are. If students have mastered basic content, that doesn't mean you have to skip it entirely.

3. It is not more of the same.



What Happened to the Guy Who Ate Ten Pounds of Powdered Food for Dinner?

Do each exercise mentally, then find your answer in the corresponding set of answers. Write the letter of the exercise in the box containing the answer.

$50\% = \frac{1}{2}$	$33\frac{1}{3}\% = \frac{1}{3}$	$25\% = \frac{1}{4}$	$20\% = \frac{1}{5}$	$12\frac{1}{2}\% = \frac{1}{8}$	$10\% = \frac{1}{10}$

I. Use the chart above to find each percent mentally.

(H) 25% of 36	(G) 20% of 15	(T) 50% of 26	(O) $33\frac{1}{3}\%$ of 60	(G) $12\frac{1}{2}\%$ of 40
(T) 10% of 70	(A) 50% of 180	(H) 25% of 200	(T) $12\frac{1}{2}\%$ of 16	(I) 20% of 60
(G) $33\frac{1}{3}\%$ of 24	(U) 10% of 360	(T) 20% of 500	(E) 50% of 48	(H) $33\frac{1}{3}\%$ of 120
(A) 25% of 44	(C) $12\frac{1}{2}\%$ of 240	(H) 10% of 800	(T) 100% of 32	(N) 100% of 999

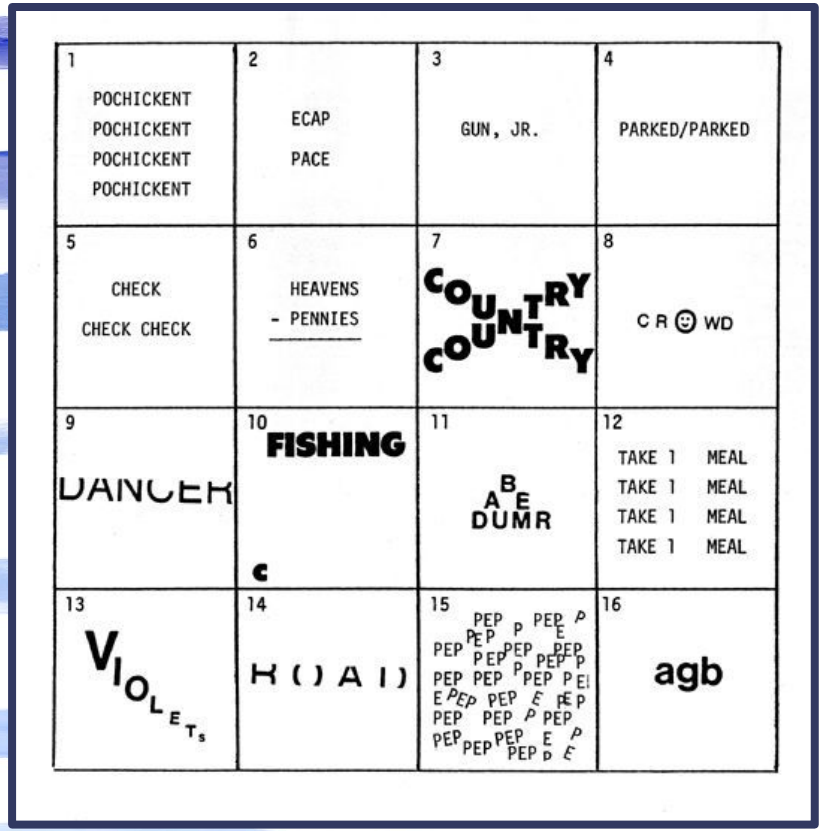
13	50	11	100	25	999	12	5	80	2	15	9	24	42	8	20	32	18	30	90	36	3	40	7

II. Use compatible numbers to estimate each percent.

(E) 19% of 30	(A) 48% of 64	(N) 26% of 80	(D) 33% of 90	(I) 9% of 600
(T) 12% of 72	(E) 24% of 280	(L) 21% of 200	(I) 51% of 72	(N) 13% of 88
(E) 9% of 40	(A) 32% of 150	(O) 14% of 640	(D) 27% of 400	(H) 53% of 900
(X) 34% of 36	(N) 18% of 75	(D) 11% of 720	(R) 99% of 18	(P) 102% of 250

36	20	45	9	450	6	75	18	50	60	15	23	32	11	100	5	70	12	250	40	80	72	4	30

Enrichment is different and better learning, more suited to the needs of advanced learners.



4. It is not fluff.

Enrichment MUST be connected to authentic learning.

5. It should not feel like a punishment.

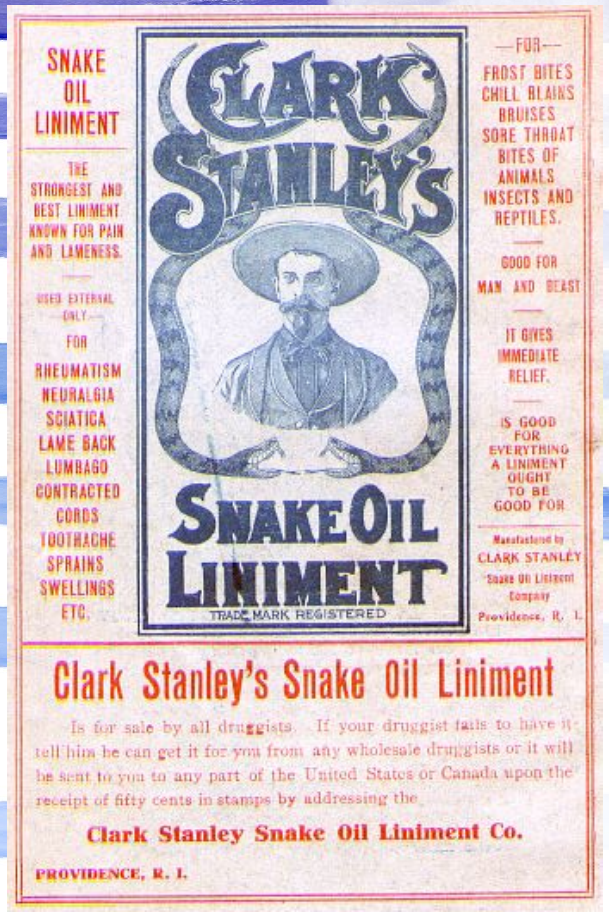
6. It should not (always) be solitary or digital.

7. It doesn’t mean nobody is ever on the same page.

8. It isn’t a gimmick or a trend

9. It isn't just for G/T kids.

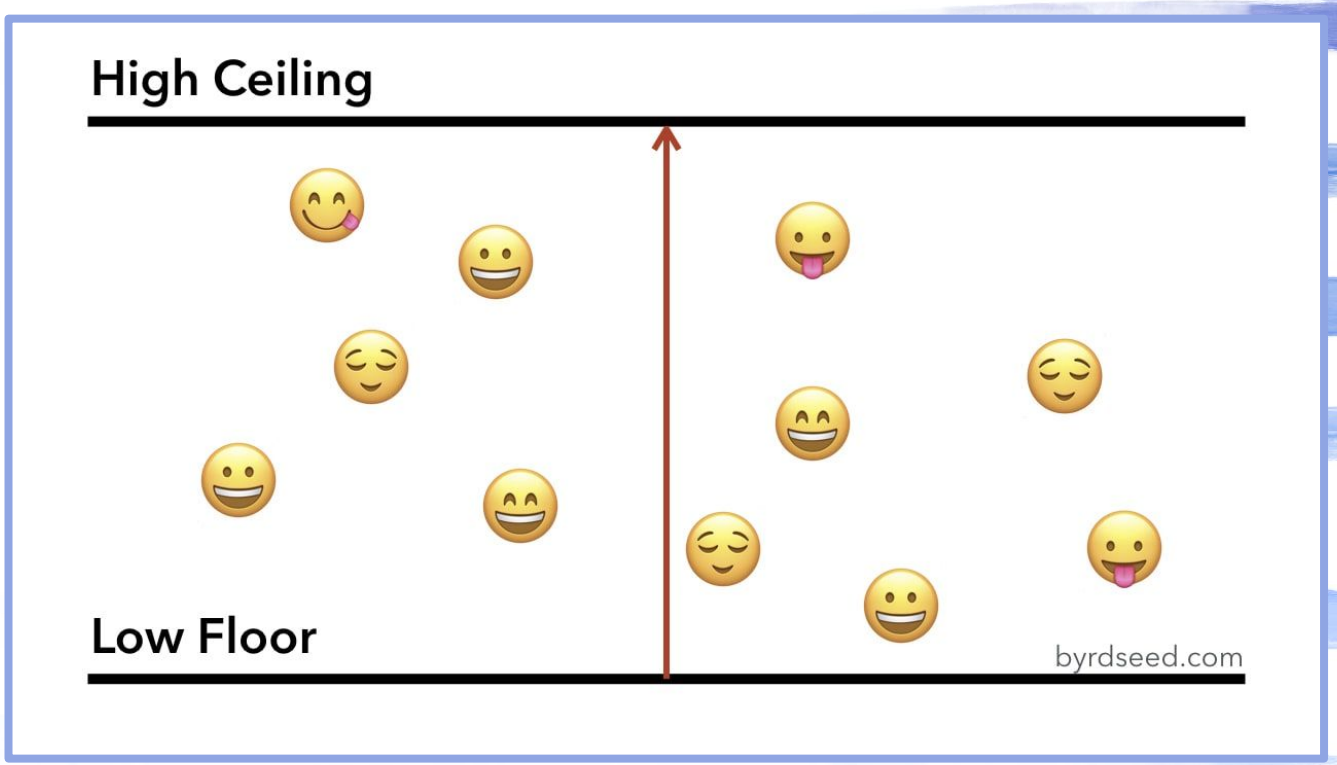
all means **ALL**



10. Differentiation is not based on a student's...

- Myers-Briggs Type Indicator (ENTP, etc.)
- "Multiple Intelligences" (existential, bodily, naturalist, etc.)
- "Learning Style" (auditory, visual, kinesthetic)
- "Color Personality" (gold, green, blue, orange)
- "Overexcitability" (psychomotor, sensual, emotional, etc.)
- Zodiac Sign, Hogwarts House, D&D Alignment

Aim for High Ceilings and Low Floors

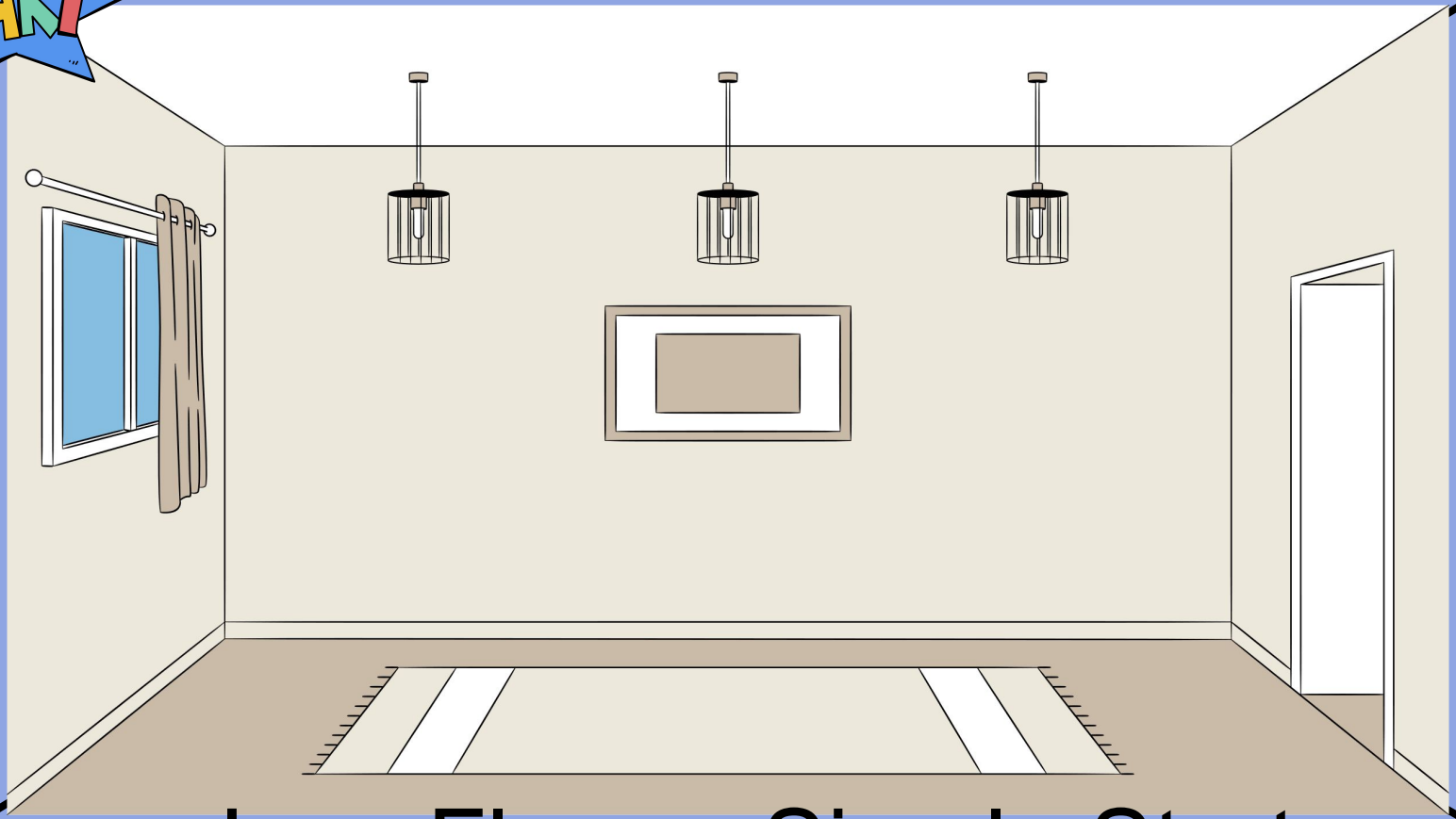


START

High Ceiling = Room to Grow

Feedback

Scaffolding



Low Floor = Simple Start

Differentiation is about improving the **QUALITY** and the **VALUE** of the learning.

DIFFERENTIATED INSTRUCTION is...

a teacher's response to student needs as determined by...

the results of PREVIOUS SUMMATIVE/DIAGNOSTIC and ONGOING FORMATIVE ASSESSMENT
which will result in the determination of...

APPROPRIATE RESPECTFUL TASKS and/or FLEXIBLE GROUP ASSIGNMENTS
which may modify...

CONTENT PROCESS PRODUCT ENVIRONMENT

according to students'...

READINESS	INTERESTS	LEARNING PROFILE	SELF-EFFICACY/AFFECT
Advanced On-Level Remedial Gifted w/ Gaps	Existing Expanding	Exceptionality Culture Language	Motivation/Mindset Previous Relationship w/ Material "I'm not a math person."

The intent of differentiating instruction is to **maximize** each student's **growth** and **individual success** by meeting the student where he or she is, and assisting in the learning process.

C. Tomlinson Tells Us

- Most teachers are aware of students' learning differences.
- Most teachers feel it is beneficial to address those differences in instructional planning and delivery.
- Few teachers do those things systematically. Of those who do, most differentiate "reactively," improvisationally, and/or by assigning students more work if they are advanced and less work if they are struggling.
- In schools where differentiation is implemented consistently and with fidelity, student outcomes are strong across groups.

Studies from NAGC

- Elementary gifted students were shown to know 40-50% of the grade-level curriculum on the first day of school. (NAGC)
- Gifted learners have been found to experience 18 - 21 months of academic growth in 12 months when provided appropriately differentiated curriculum and instruction.
- Students need to know they develop at their own pace-this allows understanding of why particular needs (or materials) for individuals is different.

John Hattie Tells Us

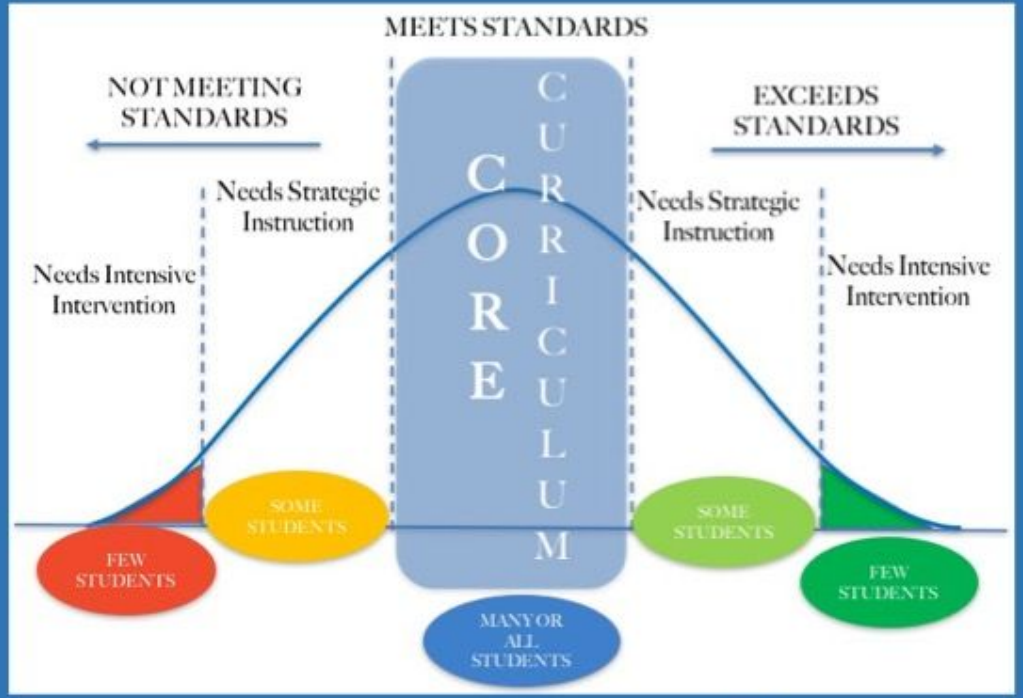
- So many students are physically present and psychologically absent. About 40 percent of students go through the motions, neither trying hard nor paying attention.

- About half of students who drop out say their classes were not interesting, and about two-thirds say not one teacher cared about their success in learning at school.

Adapted from John Hattie, *Visible Learning*


CTV

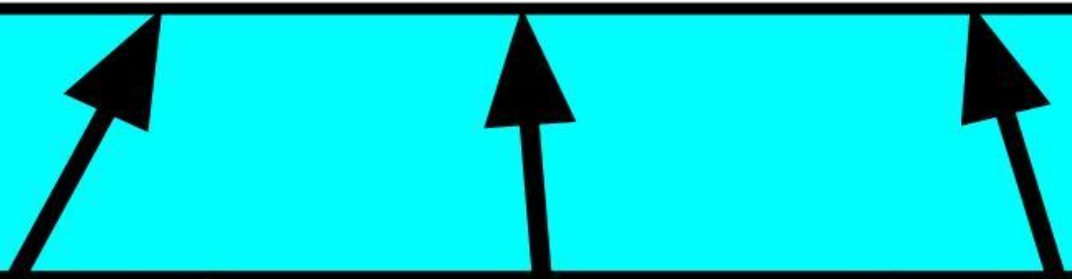
Gifted Students and Intervention



Envision Gifted!

Differentiation for Gifted & Talented Learners

Engaging Advanced or High Ability Learners



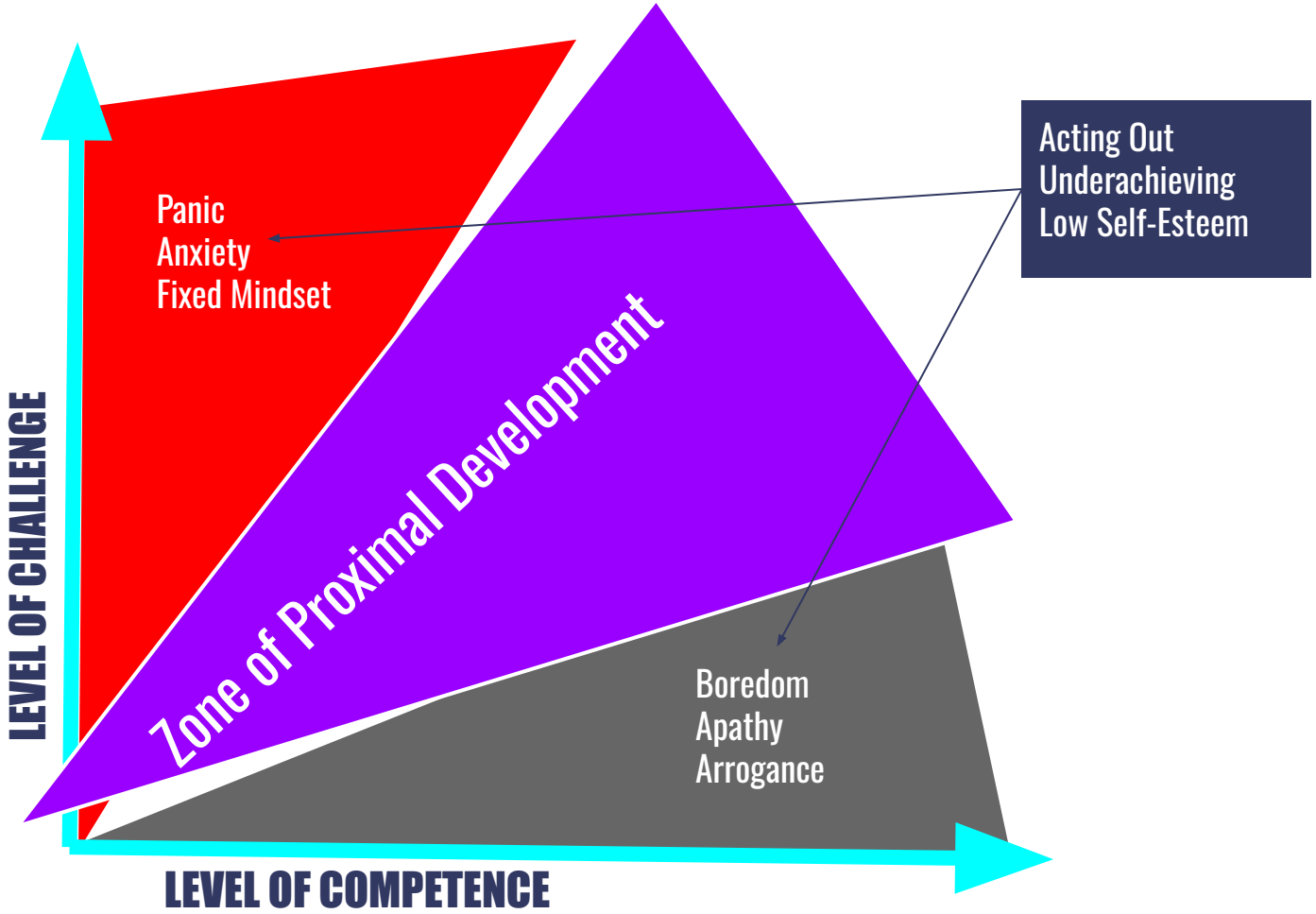
Acceleration strategies are used to determine what students already know in order to avoid redundancy and to buy back time for enrichment. They can also be used to move through basic material quickly so that students can engage with the content and skills in more interesting ways.

Enrichment involves a purposeful engagement with curriculum that is both broad and deep, allowing students to make lasting, relevant connections between themselves, the content and the real world that go beyond the superficial or perfunctory. Enrichment is designed to challenge and stretch the skills, knowledge and assumptions (both epistemological and ethical/moral) of students.

Extension strategies are used when students have either mastered material or express a desire to explore it even more thoroughly. This can involve new material, or it can involve applying the material in a novel way.

Differentiating

Content	• **Present content related to broad-based issues, themes, or problems** • **Integrate multiple disciplines into area of study** • **Present comprehensive, related, and mutually reinforcing experiences** • **Allow for in-depth learning of self-selected topic within the area of study**
Process	• Develop independent or self-directed study skills • Develop productive, complex, abstract and higher level thinking • Focus on open-ended tasks and research skills • Integrate basic skills and higher level thinking into the curriculum
Product	• Encourage the development of products that challenge existing ideas • Encourage the development of products that use new techniques, materials and forms • Allow student choice and voice


Panic
Anxiety
Fixed Mindset
Zone of Proximal Development
Acting Out
Underachieving
Low Self-Esteem
Boredom
Apathy
Arrogance
LEVEL OF CHALLENGE
LEVEL OF COMPETENCE

Activate!

with Taboo

Let's Play

- Find a partner who is not sitting right next to you.
- Choose an A partner and a B partner.
- Use the words on the card and play Taboo!

DEPTH & COMPLEXITY ICONS

Grouping Strategy

Choose the depth and complexity icon card on the table.

Locate 3 other people who all have the same icon.

Then, go claim a chart paper!

New and Improved Depth and Complexity One-Pager

Icon	Definition	Key Words	Higher-Level Sample ?
 **Language of the Discipline**	The vocabulary and terminology specific to a discipline or community; language used by insiders and experts; understanding how language can exclude people	Tools, Jargon, Icons and Symbols, Acronyms, Slang, Power Phrases, Buzzwords, Abbreviations, Code, Inside Jokes, Key Words	What words would a biologist use to describe cellular reproduction in the clearest and most accurate way possible?
 **Details**	The defining features and characteristics of a thing; the differences that set it apart and "make a difference"	Parts, Factors, Variables, Attributes, Distinguishing Traits, Minutiae, Nitpicks, Finer Points, Forest Vs. Trees	What is the best evidence to suggest this play was written by Shakespeare and not someone else?
 **Patterns**	Elements that reoccur; sequence of events; order; predictions based on past events	Predictability, Repetition, Randomness, Motif, Archetype, Trope, Cycle	Is the use of repetition in Poe's "The Bells" unintentionally comical and could it be improved?
 **Unanswered Questions**	Information that is missing, unclear, or unavailable; claims that lack evidence or have not been proven; facts that may have been purposely obscured	Ambiguity, Discrepancies, Missing Pieces, Unresolved Issues, Incomplete Ideas, Logical Leaps, Mysteries, Hypothesize, Wild Speculation, Educated Guesses	What gaps in our knowledge about the extinction of the dinosaurs are important to fill in to ensure our own survival?
 **Rules**	Structures which underlie a subject; guidelines or regulation; systems of power, restriction and hierarchy both implicit and explicit	Reasons, Organization, Classification, Law, Customs, Boundaries, Mores, Etiquette	What is the most important rule to follow when conducting a psychological experiment?

Abstractify

Create new visual representation of your depth and complexity icon.

What do you notice?

Question Formulation Technique (QFT)

Your Task

1. Ask as many questions as you can
2. Do not stop to answer, judge, or discuss
3. Write down every question exactly as stated
4. Change any statements into questions
5. Number the questions

What do you notice?

Categorizing Questions

- **Closed-ended** questions can be answered with a “yes” or “no” or with a one-word answer.
- **Open-ended** questions require more explanation.
- Identify your questions as closed-ended or open-ended by marking them with a **“C” or an “O”.**

Improving Questions:

Change your closed questions to open ones.

Improving Questions:

Choose your top 3 questions and rank them.

Why did you choose those questions and put them in the order you did?

What would you need to do to find the answers to your questions?

What question would a content expert (e.g. journalist, engineer) find most interesting?

How could you use this process with your content?

Practice

Practice

Content Examples

“His feet are light and nimble. He never sleeps. He says that he will never die. He dances in light and in shadow and he is a great favorite. He never sleeps, the judge. He is dancing, dancing. He says that he will never die.”

Use an ambiguous or intriguing passage.

Use historic photos, or maps, or primary sources.

The Dallas Morning News

KENNEDY SLAIN ON DALLAS STREET

JOHNSON BECOMES PRESIDENT

Receives Oath on Aircraft

Gov. Connally Resting Well

Impact Shattering To World Capitals

Pro-Communist Charged With Act

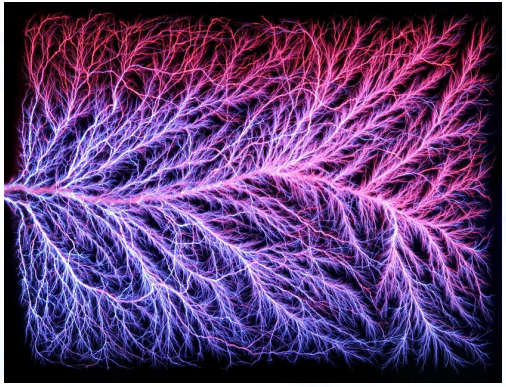
Four Hours in Surgery

Friendly Crowd Cheered Kennedy

FUNERAL FOR PRESIDENT WILL BE HELD ON MONDAY

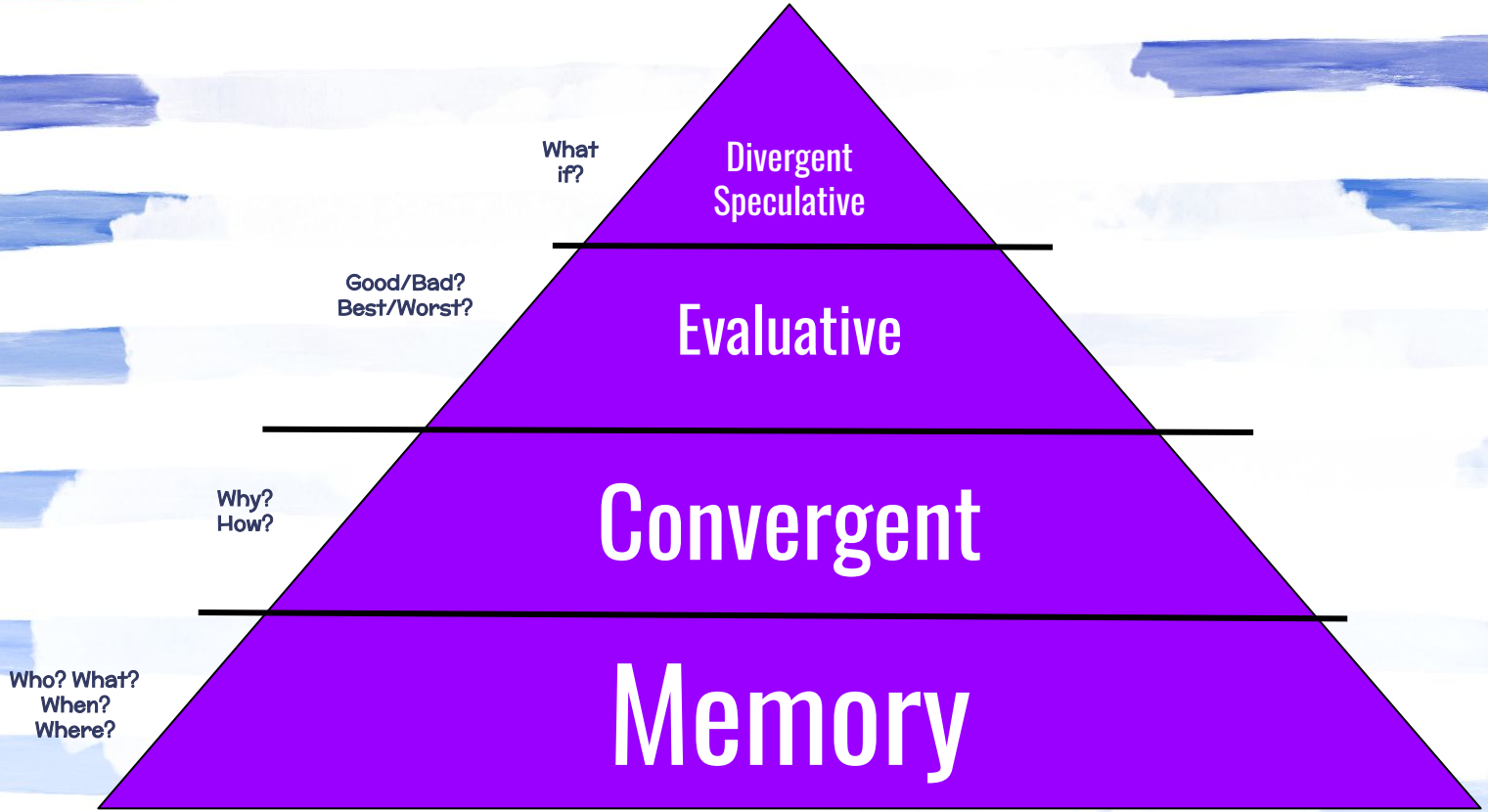
GRAY CLOUDS RENT AWAY

Day Began as Auspiciously As Any in Kennedy's Career



Use arresting scientific images or demonstrations of mathematical concepts.

Kingore Thinking Triangle



Memory

In 1492, ____ sailed the ocean blue?


HAC IS EFFIGIES LIGVRIS MIRANDA
COLVMBI ANTIPODVM PRIMVS
ORBEM

Convergent

In 1492, Columbus sailed the ocean blue.

Why?

1

2

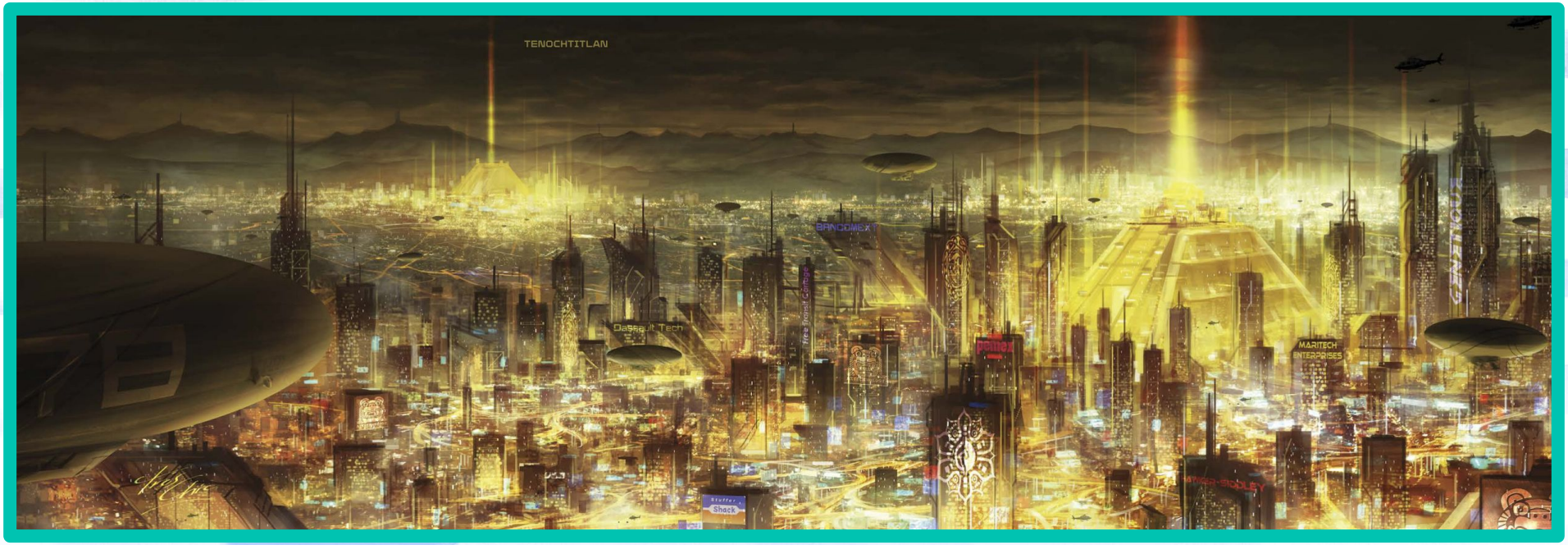
3

Evaluative

In 1492, Columbus sailed the ocean blue. Was that a good thing?

Divergent/Speculative

In 1492, Columbus sailed the ocean blue. What if he hadn't?


TENOCHTITLAN
BANGOMEXT
Free Transit Garage
Dassault Tech
pemex
MARITECH ENTERPRISES
Stuffer's Shack

Carousel

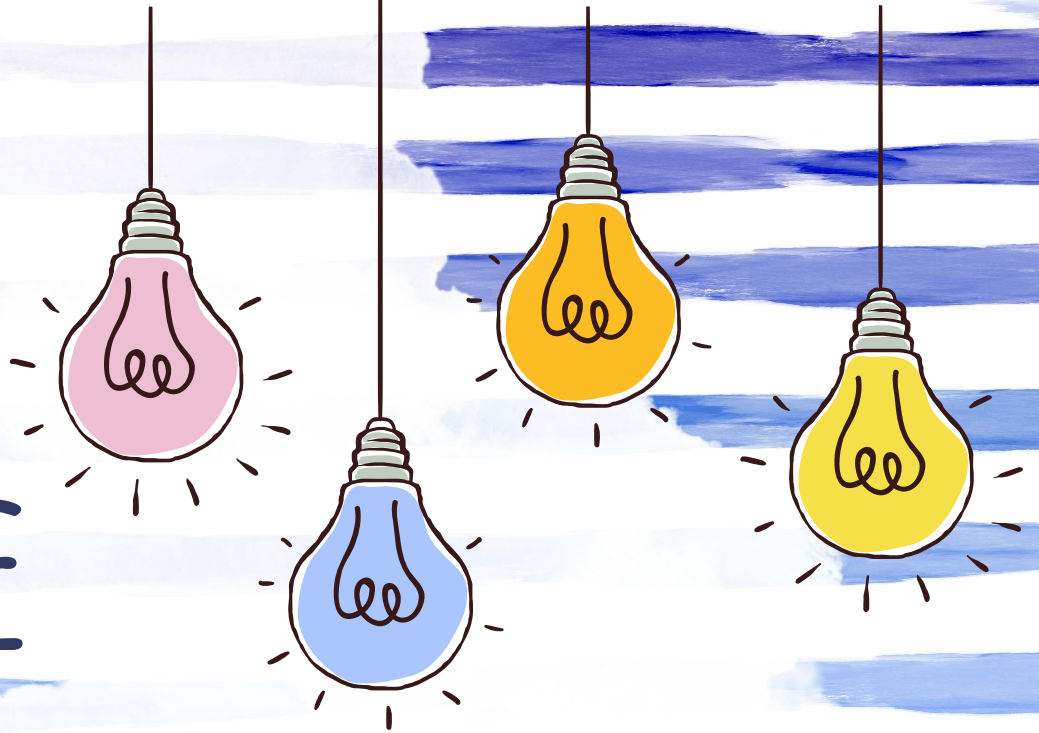
Rotation 1: write memory question
Rotation 2: write convergent question
Rotation 3: write evaluative question
Rotation 4: write divergent/speculative question (should be at own content)
Then gallery walk to see other questions.

Reflect, Discuss, Apply

At your table, discuss how will these strategies promote differentiation in your classroom for ALL students?

Thinking Triangle Carousel

Thoughts Before We Break?



Take a few minutes to stretch and move around if needed :)

Differentiate Homework

If a student can't do at least 90% of homework without adult help, it is working against them rather than for them. BUT if a student can do 95% of it without help, it's a waste of time.

If we are going to send homework home, then we should be sending what each student needs to work on to move forward rather than the same thing for everyone .

Surveys

If we are going to learn this unit and there are these four topics-what would you like to specialize in?

What was the best project you've ever done in school and why was it so good for you?

If you had a choice of expressing yourself (or your learning) by _____, _____, or _____ which would you choose?

How is class going for you, what could change to be better?

DoK Tasks

Depth of Knowledge

Depth of Knowledge Key:

DoK 1	DoK 2	DoK 3	DoK 4
Recall and Reproduction	**Skills and Concepts**	**Strategic Thinking**	**Extended Thinking**
DoK 1 tasks involve the simple recall of information. Answers to DoK 1 tasks are either right or wrong. No reasoning is required to complete DoK 1 tasks. Instead, students are gathering facts and information or applying simple formulas.	DoK 2 tasks involve the application of knowledge. Students explain, describe, categorize or interpret information that they have acquired. DoK 2 tasks always require students to make decisions about how to approach the problem.	DoK 3 tasks involve higher levels of reasoning than either of the two previous types of tasks. Students are asked to develop logical arguments based on evidence, to draw conclusions based on data, or to provide justifications and reasoning to defend their positions.	DoK 4 tasks involve the highest level of cognitive demands. Students are asked to make connections within or between content areas, to evaluate several possible solutions, or explain alternative perspectives from multiple sources. DoK 4 tasks may also ask students to apply what they have learned to real-life contexts.
Sample task: Can you list the four main types of pathogens that cause diseases in humans?	**Sample task:** What are the similarities and differences between the two main types of pathogens that cause diseases in humans: Viruses and Bacteria.	**Sample task:** Rank order the four main types of pathogens that cause diseases in humans in order from “most dangerous” to “least dangerous.” Defend your rankings with reasoning.	**Sample task:** Find an example of a disease outbreak that has happened in the world. Research the reasons for the outbreak and offer recommendations about how the outbreak should have been treated.

Webb's Depth of Knowledge

DOK 1

What is the knowledge?

JEOPARDY!

Recall and Rote Response

DOK 2

How can the knowledge be applied?

TOP CHEF

Applied Concepts and Skills

DOK 3

How can the knowledge solve problems?

OUTWIT OUTPLAY SURVIVOR OUTLAST

Strategic Thinking

DOK

How can t knowledge extended

SHAR TAN

Extended Thinking

3rd Grade Math 3.2D

compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =

DoK Level 1	DoK Level 2	DoK Level 3	DoK Level 4
Recall and Reproduction	**Skills and Concepts**	**Strategic Thinking**	**Extended Thinking**
TASK: **Roll and choose where to put each digit to create a 4 digit number. (use a pen) Compare your number with a partner's number. Use the correct symbol.** **Repeat with a 6 digit number.** **Materials: 10-sided die, pen, paper**	**TASK:** **Roll and choose where to put each digit to create a 4 digit number. (use a pen) The goal is to create the largest number. Explain how / if you could have made a bigger number. What changes would you make?** **Repeat with a 6 digit number.** **Materials: 10-sided die, pen, paper**	**TASK:** **STEMscopes (3.2D) Elaborate - Taking the Scenic Route** **Materials: Map from Stemscopes, writing surface**	**TASK:** **Using Elaborate from task DoK 3, create the longest route you can using only 4 states.** - **Starting in Texas** - **Starting on the East Coast** - **Starting where you choose** **Why is the answer different depending on where you started?** **Materials: Map from Stemscopes, writing surface**

You may choose to demonstrate what you know in any of the following ways:

Write a paragraph	Create a set of Google Slides	Record a video
Develop a thinking map	Create a Cartoon	Create a model or illustration

EXAMPLE: 5th Grade Math 5.4B

DoK Level 1	DoK Level 2	DoK Level 3	DoK Level 4
Recall and Reproduction	**Skills and Concepts**	**Strategic Thinking**	**Extended Thinking**
TASK: Mr. Gonzales is putting in a fence around the perimeter of a playground. • The perimeter of the playground is 144 ft. • Each section of the fence is 4 ft long and costs $12. What equation can Mr. Gonzales use to find b, the cost of the sections of fence he needs for the playground?	**TASK:** John earned $600 selling his card collection over the summer. He sold each baseball card for $12, and each football card for $10. How many of each did he sell?	**TASK:** Using the digits 0-9, at most 1 time each, place a digit in each box to create the greatest value possible. $\square\square \div (\square - \square) = \square + \square \times \square$ Write to prove you have found the greatest value possible.	**TASK:** Watch a video about water scarcity. Use the attached table to figure out how much water could be saved if you made one substitution every week for a year. (EX: instead of 1 pound of ground beef every week for a year, you choose 1 pound of chicken every week for a year.) F Find and explain the top 2 substitutions that could be made.

You may choose to demonstrate what you know in any of the following ways:

Write a paragraph	Create a set of Google Slides	Record a video
Develop a thinking map	Create a Cartoon	Create a model or illustration

Grade Level

Subject

TEK

DoK Level 1	DoK Level 2	DoK Level 3	DoK Level 4
Recall and Reproduction	**Skills and Concepts**	**Strategic Thinking**	**Extended Thinking**
TASK:	**TASK:**	**TASK:**	**TASK:**

You may choose to demonstrate what you know in any of the following ways:

Write a paragraph	Create a set of Google Slides	Record a video
Develop a thinking map	Create a Cartoon	Create a model or illustration

Directions for Students: When you have demonstrated mastery of our grade-level essentials through your classroom assessments or work products, you are ready for extension tasks that push your thinking beyond grade-level mastery. This card includes the extension activities for our current unit of study. To complete it, follow these steps:

1. Unless your teacher gives you different directions, start with the activity labeled DoK Level 1.
2. When that activity is completed, move to the activity labeled DoK Level 2, DoK Level 3 and DoK Level 4.
3. You may choose any work product from the list at the bottom of the task card to demonstrate your mastery of each task.
4. Your teacher will use the work that you complete to replace scores on classroom assignments that you place out of because you are working beyond grade level expectations OR as reworks for any classroom assignments with scores that you are trying to raise.

Tasks to Complete:

DoK Level 1	DoK Level 2	DoK Level 3	DoK Level 4
Recall and Reproduction	**Skills and Concepts**	**Strategic Thinking**	**Extended Thinking**
TASK: Using only numbers between 1000 and 1100, list 2 numbers that are greater than 1068 and 2 numbers that are less than 1068.	**TASK:** Explain how to compare two 3 digit numbers.	**TASK:** Is it possible to create a 4-digit number that is less than a 3-digit number? Defend your answer.	**TASK:** 2nd grade started with 9 pencils, and each student brought 10 more. 3rd grade started with 7 pencils, and each student brought 10 more. Assuming no pencils have been lost, who has more pencils now, and how do you know? Write a number sentence to compare.

You may choose to demonstrate what you know in any of the following ways:

Write a paragraph	Create a set of Google Slides	Record a Video	Make a podcast/audio recording
Develop a Venn Diagram	Make a Graphic Organizer	Create a Cartoon	Have a Debate with a Friend

Webb's Depth of Knowledge

students will develop a deeper understanding of how to ask and answer questions

INCREASING COMPLEXITY

DOK Level	Question Stems	Example Questions
Level 1 *Recall and recognition*	• Which of the following ____? • How would you describe ____? • Can you recall ____? • What is ____? • Can you identify ____? • What is the definition of ____? • When did ____? • What is the name of ____?	• *What is the definition of figurative language?* • *How would you describe a metamorphic rock?* • *When did World War II occur?*
Level 2 *Using a skill or concept*	• How would you summarize ____? • What is an example of ____? • How would you use ____? • What examples/nonexamples can you find to ____? • How are ____ alike/different? • Explain why/how ____. • What is the main idea of ____? • What was the cause of ____? • Compare and contrast ____.	• *What is the main idea of the first paragraph of the text?* • *Explain how the data show a linear relationship.* • *Compare and contrast the French Revolution and the American Revolution.*
Level 3 *Requires strategic thinking*	• What evidence supports ____? • How/why does the author ____? • Predict what would happen if ____. • What conclusions can you draw ____? • Analyze how ____. • Elaborate on ____. • How would you test ____? • Do you agree/disagree with ____? Explain.	• *What evidence supports the author's claim use of social media lowers self-esteem?* • *Predict what would happen if you double the temperature.* • *Do you agree with the President's speech? Explain.*
Level 4 *Requires extended thinking and complex reasoning*	• What further information would support your idea about ____? • How would you evaluate ____? • Create a(n) ____ that ____. • Design a(n) ____ that would ____. • Assess the validity of ____. • Apply ____ and determine ____. • How would you prove/disprove ____? • Analyze the impact of ____.	• *Analyze the impact of the incorporation of the Bill of Rights.* • *Design an experiment that demonstrates how the addition of hydrochloric acid affects the rate of the reaction.*

Find Your "SOLE" Mate!

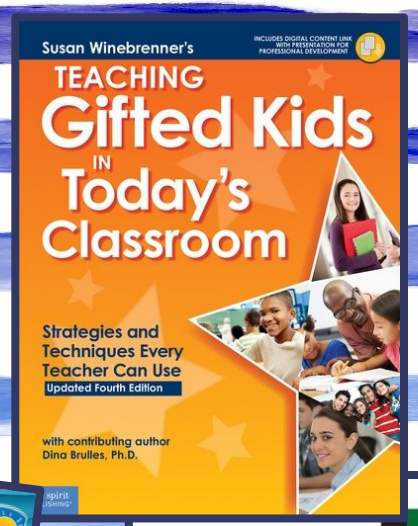
- Find a partner with the same style or color of shoes
- Give some ideas from our learning
- Get some ideas from your partner's ideas
- Add some NEW ideas together!

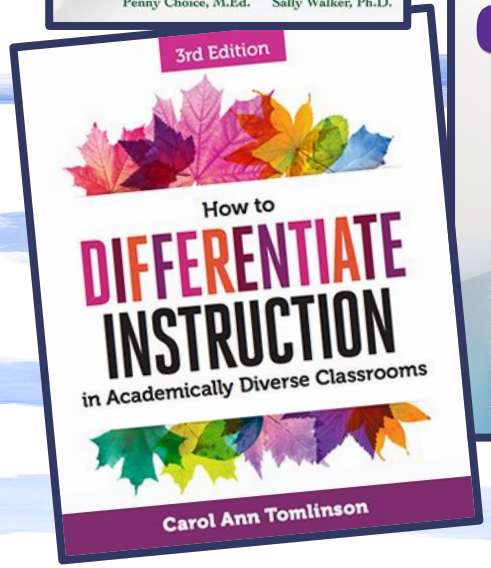
Teaching up!

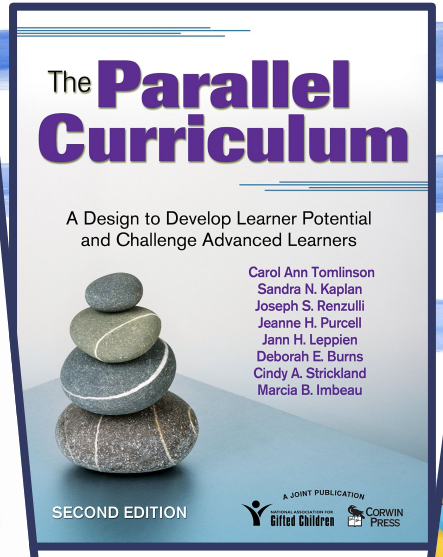
"When planning-think about what it would take to get the most advanced kids in the class excited and primed...then teach that way with scaffolding along the way where needed is POWERFUL!" -Tomlinson

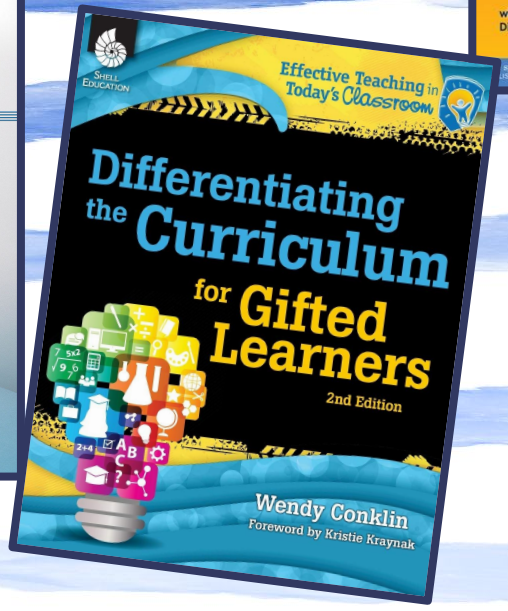
Focus the development of lessons with the advanced students and everyone rises up.

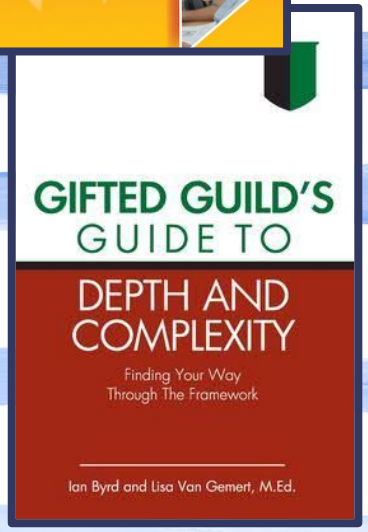
If you would like to read more about differentiation for advanced learners



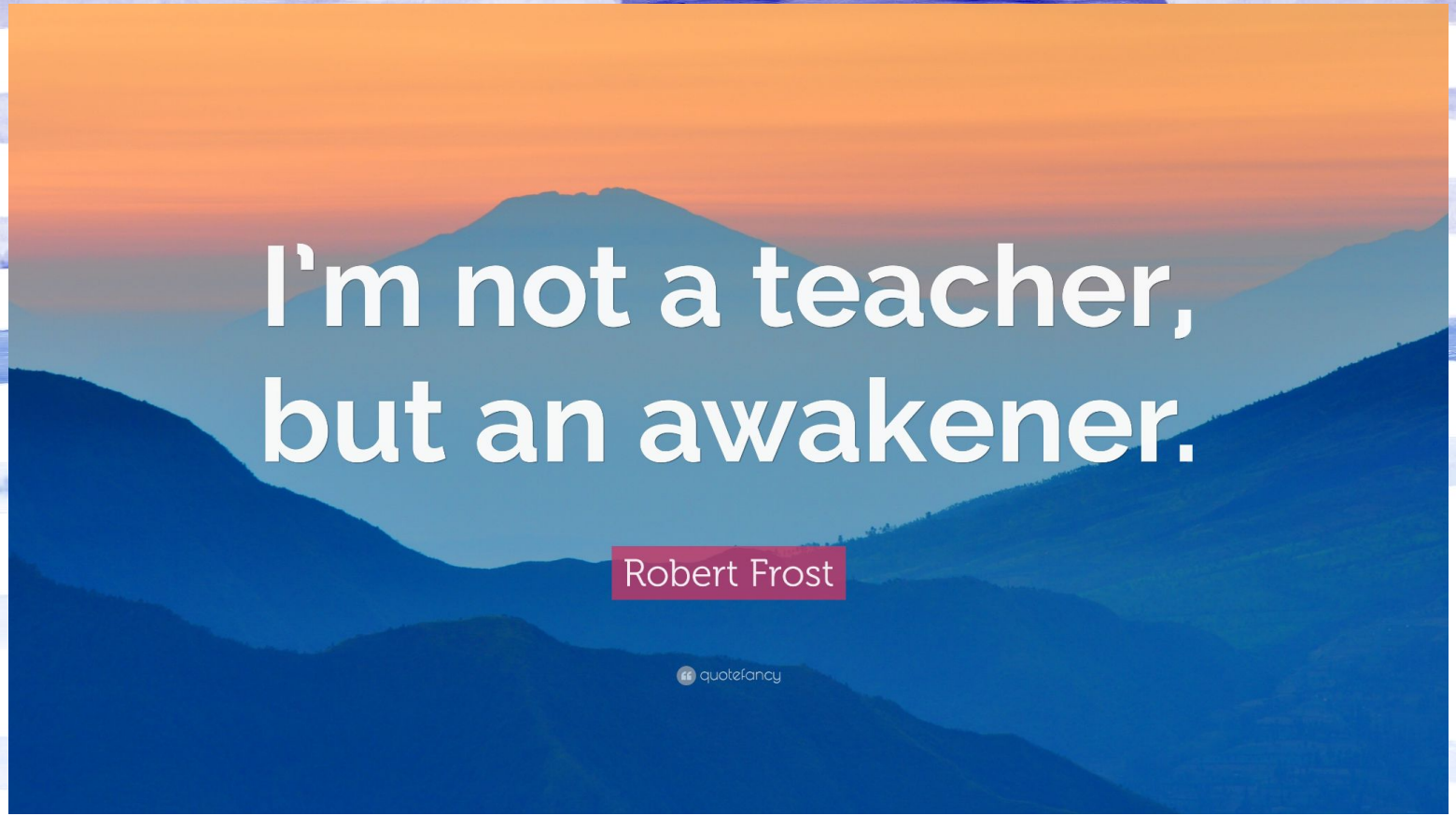




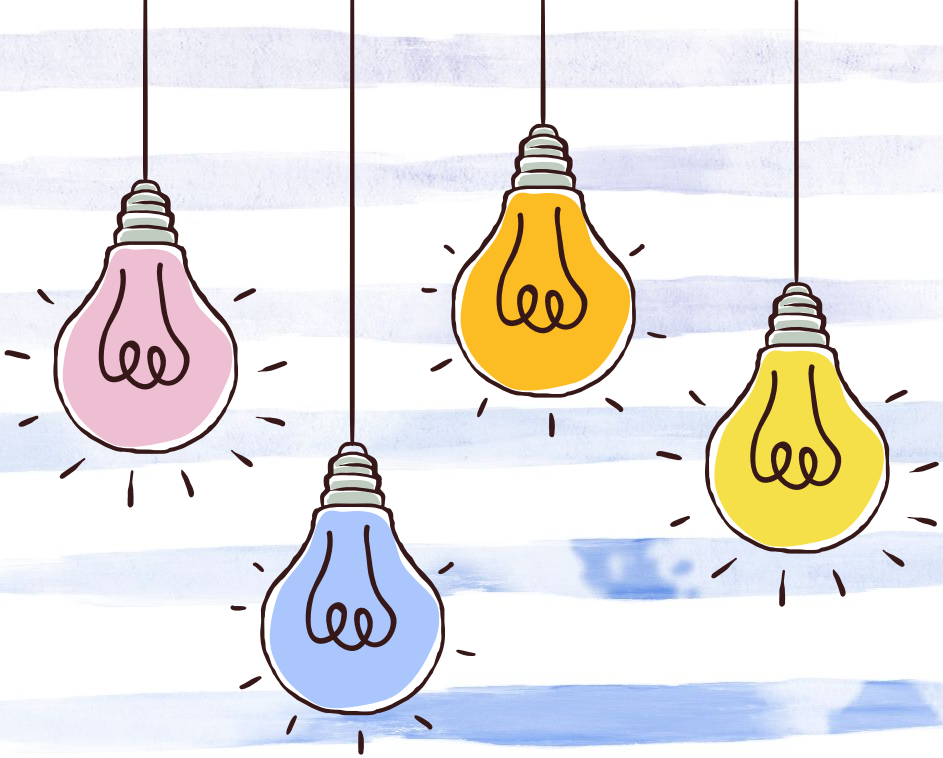




As you plan, think about what everyone
MUST do in common.
Everyone stays on the main highway.
Then, think about points in that unit where you know students are likely to encounter difficulties—or need additional challenge—or might benefit from exploring an interest-based aspect of the topic.
Build in exit ramps for those times.
Later, you'll be comfortable creating spur-of-the-moment exit ramps, too.



Be the awakener for our advanced learners!



Quick Survey :)

Resources

DISTRICT RESOURCES

https://bit.ly/LANgt

DEPTH & COMPLEXITY

https://www.jtayloreducation.com/

http://www.giftedguru.com/free-downloads/

www.byrdseed.com

DIFFERENTIATION & MORE

https://www.texaspsp.org/

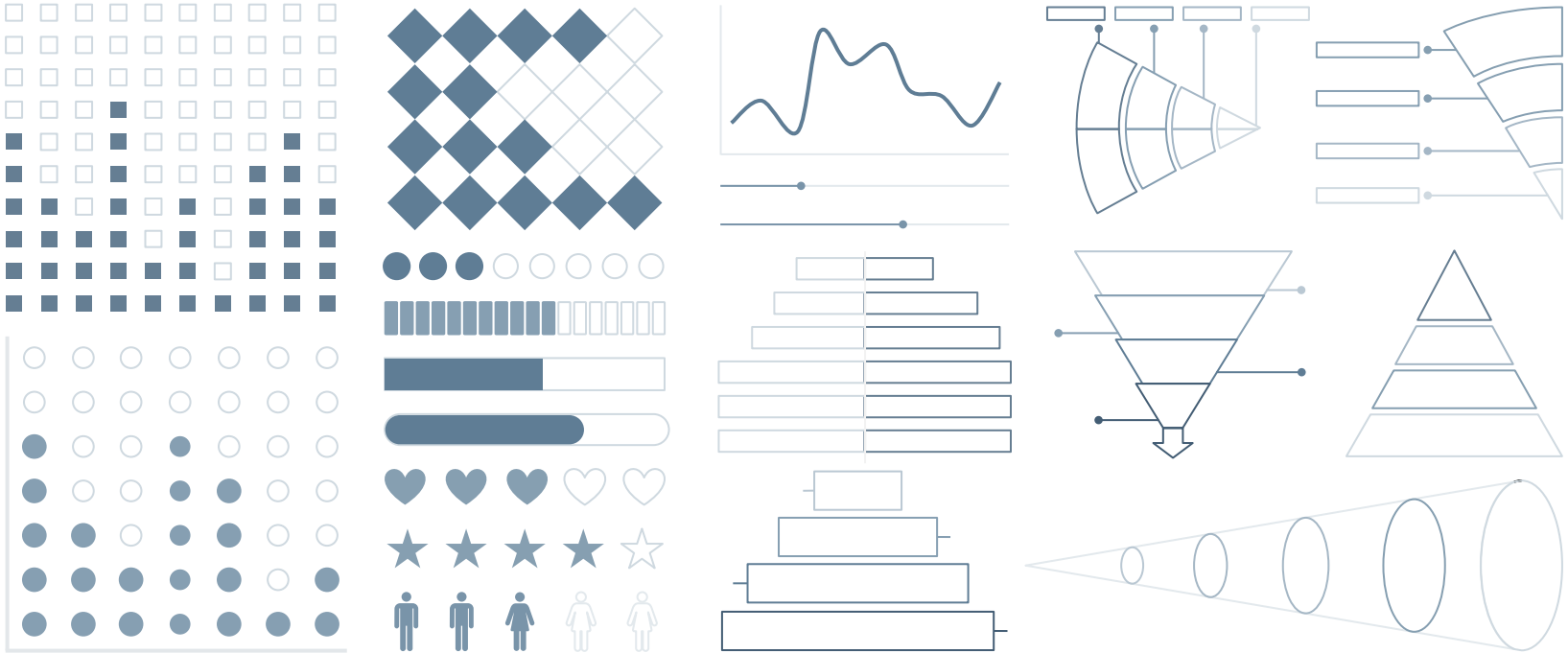
http://envisiongifted.com/

https://www.giftedguru.com/

Thank you!

Questions? Please feel free to reach out anytime!

lhaley@fwisd.org
817-614-8553



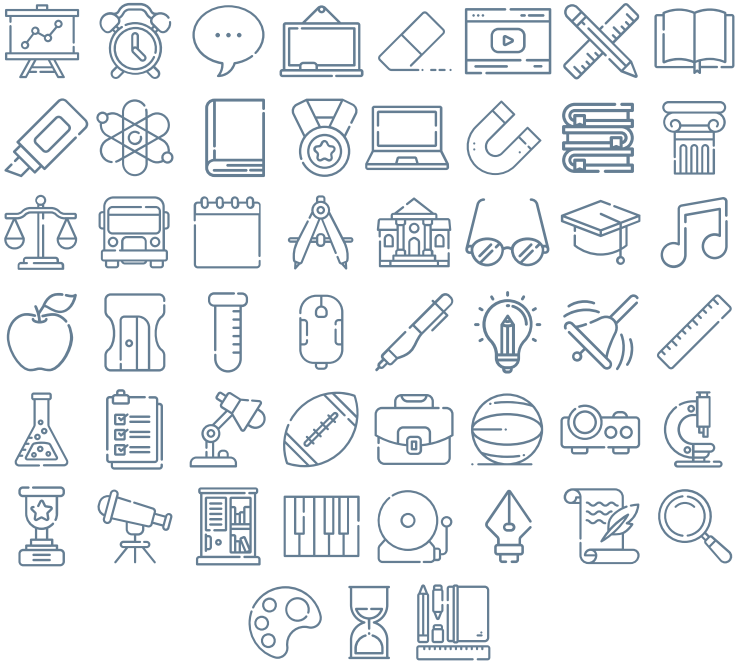
...and our sets of editable icons

You can resize these icons, keeping the quality.

You can change the stroke and fill color; just select the icon and click on the paint bucket/pen.

In Google Slides, you can also use Flaticon's extension, allowing you to customize and add even more icons.

Educational I



Medical Icons

Business Icons

Teamwork Icons

Help & Support Icons

Avatar Icons

Creative Process Icons

Performing Arts Icons

Nature Icons

SEO & Marketing Icons