

# What is differentiation?

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- **Making changes in**
  - **depth**
  - **breadth**
  - **pace**

# Differentiation for gifted and talented students

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- ◉ Should address need for pace and complexity.
- ◉ Instruction and scaffolding are still required but may not require the level of repetition and support needed by other less able students.
- ◉ May challenge the process with the 'it's not fair that I have to do something that is different/harder/ has higher expectations'.

# Differentiation for gifted and talented students

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- ◉ Gifted students resist work that is repetitive and beneath their learning level.
- ◉ They will stretch themselves to do challenging work if they are convinced:
  - They will not have to do more work than their classmates
  - Advanced work will not lead to lower recorded grades. (Winebrenner)

# How to differentiate for gifted and talented students?



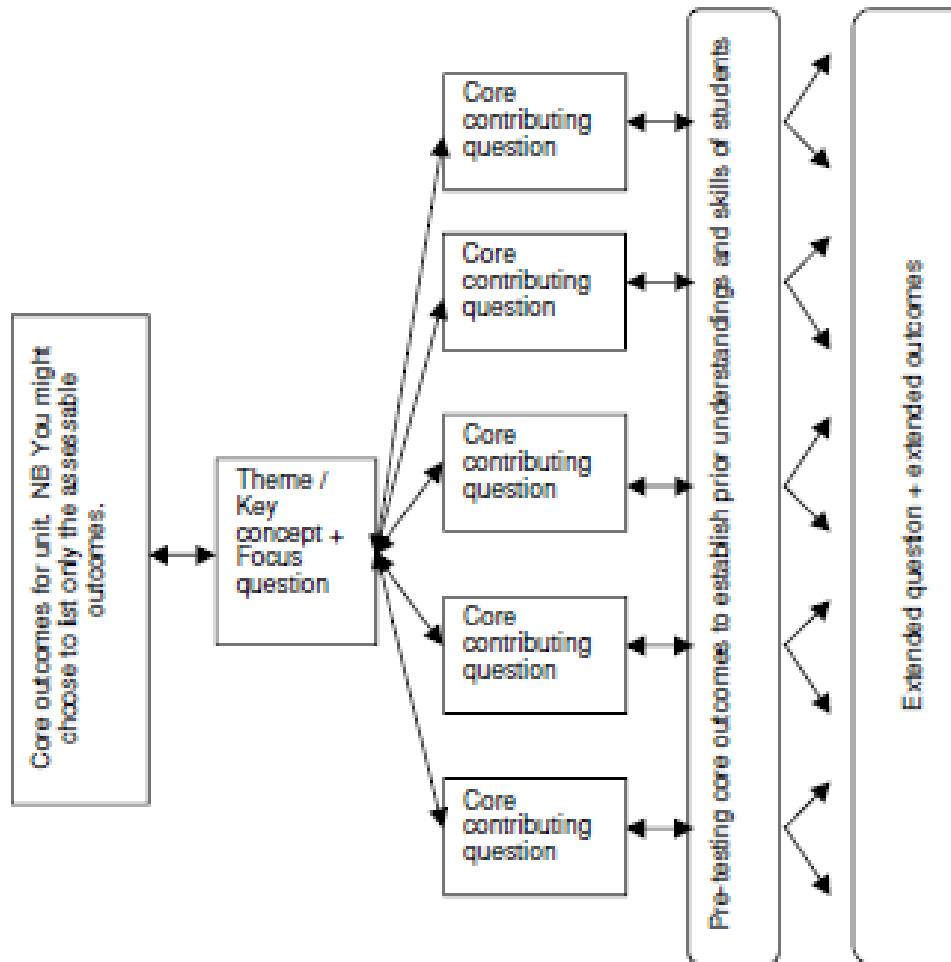
# Step One: Identify outcomes

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- Good differentiation starts in the planning, not as an 'add on'.
- Use curriculum documents
- A good chance to look at national curriculum

# Step One: Identify outcomes

## Method Two



# Example

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- ◉ **Theme:** Systems
- ◉ **Focus Question:** Does curriculum differentiation ensure learning for all?
- ◉ **Contributing Question One:** Which students need a differentiated curriculum and why?
- ◉ **Extended Question:** Is differentiation the only choice available to cater for student differences?
- ◉ **Extended Question:** How do we measure the impact of curriculum differentiation on students?

## Step two: Pre-test

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- Pre-testing should not be a lengthy process
  - select key/assessable outcome
- In KLAs where two to three units may be taught in a term, it is time-efficient to pretest all units at the same time, in the term prior to their implementation, using one lesson to do so



# Step two: Pre-test

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- Pre-test students individually and not as a group or a class
- Make sure that students have encountered the style of pre-test previously, e.g. if students have not used a Venn diagram before, teach them the skill first then use the strategy as a pre-test.
- Explain purpose

# Pre-test options

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- Concept maps
- Venn diagrams
- Flow charts
- Draw a diagram, picture
- Written response
- Picture matching
- Experimental design
- Label a diagram
- Multiple choice
- Short answers
- Essay response
- Problem solving
- Hypothesis-based responses
- Cloze passage
- Make a model
- Hands-on activities
- Bloom's Taxonomy questions (one from each level)

# Step 3: Compact learning

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- To “compact” the curriculum is to give students full credit *before you teach the content* for what they already know.
- With new content, we compact by allowing advanced students to move at a faster pace.
- During the “choice time” created, students work on extension activities or projects (Susan Winebrenner)

# Step 3: Compact learning

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- Do not expect them to finish the “regular work” before working on extension activities.

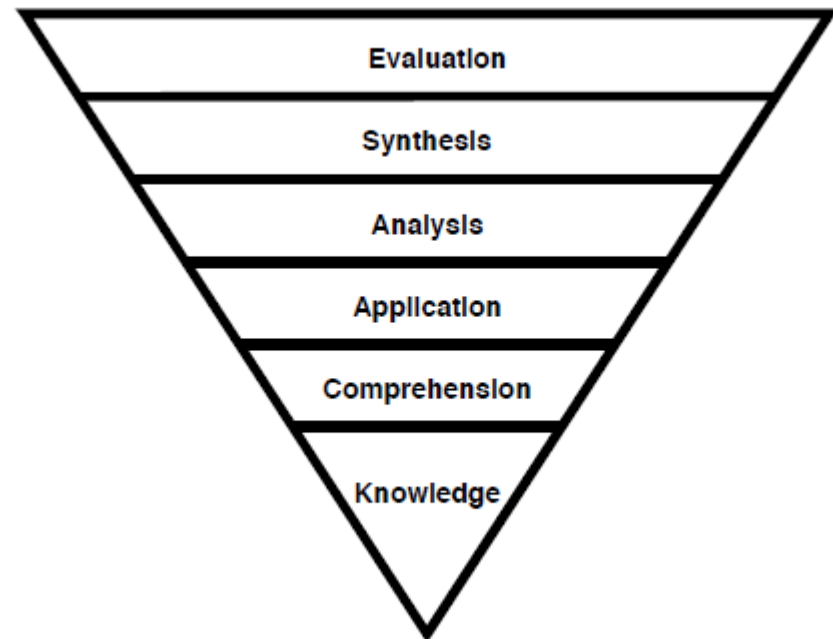
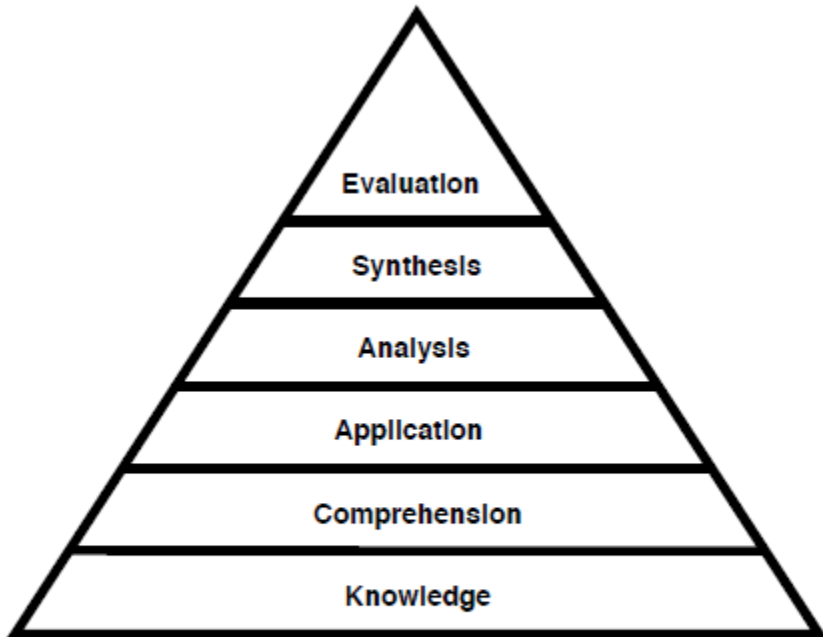
# Step 4: Differentiate

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## Popular Planning Models:

- ◉ Bloom's Taxonomy
- ◉ Williams Model
- ◉ Maker Model

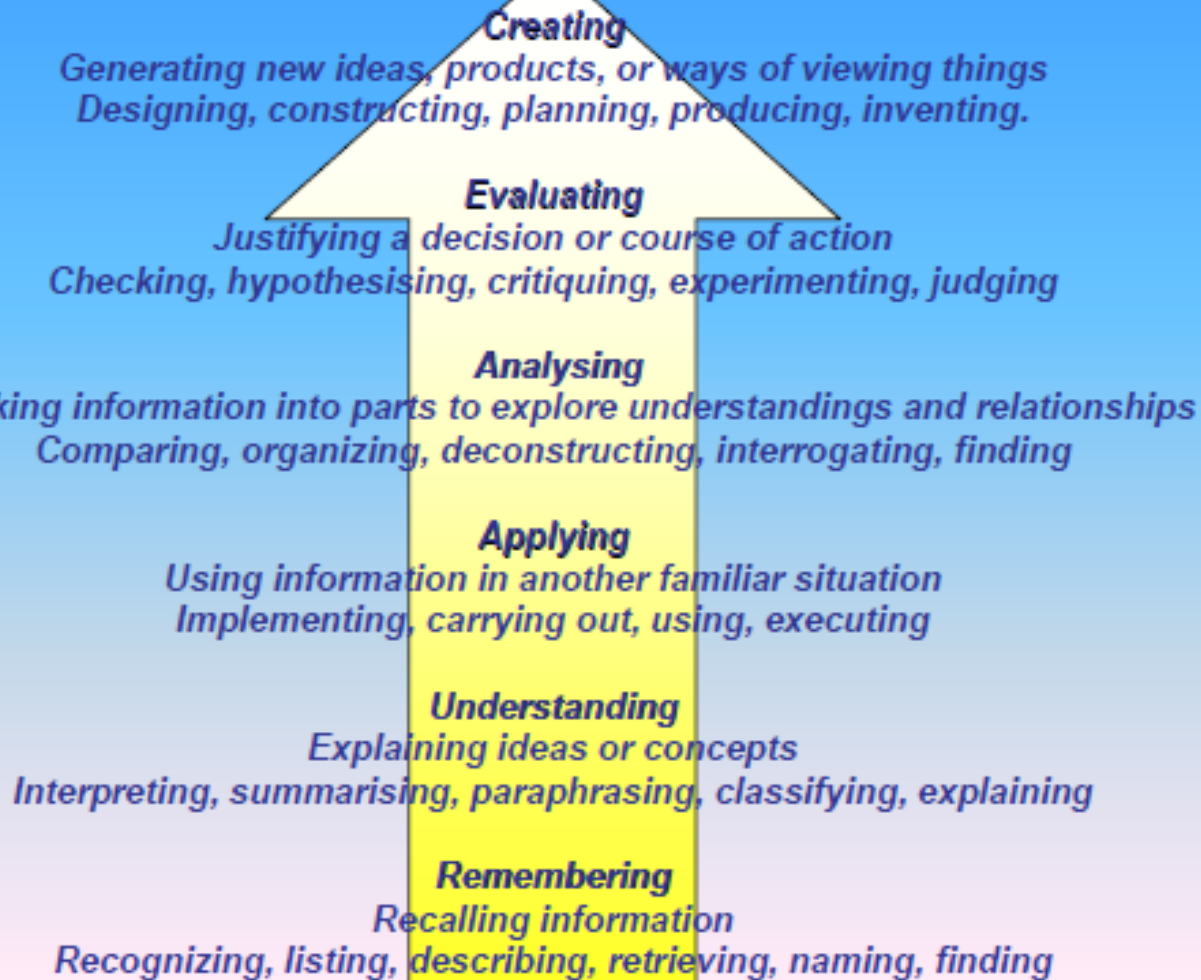
# Bloom's



This first version of the model is suitable for students working at the core level of the curriculum. Students working at the core level of the curriculum should have access to all levels of the taxonomy but should spend more learning time using the lower order strategies of knowledge, comprehension and application, as they work towards the higher order thinking skills.

# BLOOM'S REVISED TAXONOMY

Higher-order thinking





# Bloom's

Bloom's strategy and definition	Examples of question stems
Knowledge (Remember): Mastery of facts, terminologies, conventions, trends, classifications, categories, methodologies, principles, generalisations, theories and structures. Retrieval of knowledge from long-term memory.	What did the _____ say about _____? Who invented _____? When did _____ discover _____? Which _____ decided _____?
Comprehension (Understand): Translation, interpretation and extrapolation of knowledge. Construction of meaning from oral, written and graphical communication.	Who do you think _____? What was the main idea _____? Can you briefly outline _____? What does _____ show us?
Application (Apply): Application of previously encountered rules or concepts to new situations and the transfer of understanding to other concrete, real-life and hypothetical situations.	How could you illustrate _____? What questions would you ask _____? How could you model _____? Which factors would you change?

Analysis (Analyse): Deconstruction of knowledge to be able to infer assumptions and points of view; distinguish fact from opinion and relative importance of details; identify underlying motives, frameworks of ideas, problems, tone and mood; recognise fallacies, bias and purpose; relate cause and effect.

Synthesis (Create): Creation of new and unique products by combining elements of understanding; recognition of elements in new patterns or structures. Product may result from hypothesising, designing and constructing unique communications, plans, abstract relationships.

Evaluation (Evaluate): Ability to make judgements, choices or decisions based on predetermined standards or criteria from internal and/or external evidence.

How is \_\_\_\_\_ similar to \_\_\_\_\_?  
What must you know for \_\_\_\_\_ to be true?  
What was the underlying theme of \_\_\_\_\_?  
How did \_\_\_\_\_ compare with \_\_\_\_\_?

What would happen if \_\_\_\_\_?  
Can you design a \_\_\_\_\_ to \_\_\_\_\_?  
How many ways can you \_\_\_\_\_?  
Can you see a possible solution to \_\_\_\_\_?

How effective is \_\_\_\_\_?  
Do you believe \_\_\_\_\_? Why or why not?  
What do you think about \_\_\_\_\_? Justify your position.  
What changes to \_\_\_\_\_ would you recommend?



# Bloom's

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- The following strategies are suggested as some possible ways of implementing Bloom's Taxonomy in the classroom:
  - Discussion starters
  - Small group activities
  - Independent research tasks
  - Contract sheets which allocate a different proportion of questions at different levels
  - Pre-tests
  - Post-tests
  - Assessments
  - Learning centres

# Bloom's

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## ◉ **Bloom's Taxonomy Strategy Example Activity or Task**

Knowledge/ Remember:

Match the nouns and verbs to the correct illustrations.

Comprehension/ Understand:

- ◉ Match the sentences to the illustrations.

Application/ Apply:

- ◉ Write a phrase in French to complete the sentence.

Analysis/ Analyse:

- ◉ Translate the phrases or sentences into English.

Synthesis/ Create:

- ◉ Write a story in French to match the picture.

Evaluation/ Evaluate:

- ◉ Are there words or phrases in French which when translated into English do not hold the same meaning or intent? Why or why not?

# William's model

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- ◉ Dimension 1: This consists of subjects that make up the school curriculum. The content is the vehicle for students to think and feel about.
- ◉ Dimension 2: This comprises 18 strategies to be used by the teacher to develop students' thinking and creativity.
- ◉ Dimension 3: This consists of eight student processes that have been shown empirically to be involved in creative thinking.

# William's model

The following table lists the 18 teaching strategies from Dimension Two of the model:

Strategy	Definition	Examples
Paradox	A statement that appears to contradict itself, but that may be true.	Discuss the statement: 'Necessity is the mother of invention'.  When can performance-enhancing drugs limit performance?
Attribute Listing	Inherent open-ended properties or identities	List your earliest memories.  Who were the true 'geniuses' of the Renaissance period in Italy?
Analogy	Finding similarities between things or situations that might otherwise be different	How is a lever like a friend?  How is Othello like a puppet?
Discrepancy	Gaps or missing links in knowledge	Why did the 'Brotherhood' use the five-pointed star as their symbol of recognition?  If Vashti had not been a part of this story, would the series of events recounted in the book have unfolded?
Provocative Question	Inquiry to incite exploration and curiosity	Antarctica is rich in minerals; should we mine it?  What does a 'Renaissance man' have to be able to do, to get such a title? Are there any modern 'Renaissance men or women'?
Examples of Change	Show the dynamics of things, modifications, alterations or substitutions of things	How did the invention of scissors change our lives?  Trace how family structure has changed during the 20th and 21st centuries.
Examples of Habit	Recognition of habit-bound thinking	Study and explain alternative sources of energy to drive machines. Who invented them and are they widely used?  Were the Impressionists right in protesting the dictates of the Academy?

# William's Model

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- **Paradox:**

Discuss the statement: 'Multiculturalism: can't live with it, can't live without it.'

- **Provocative question:**

Can we live without Asia? Why, or why not?

- **Examples of change:**

How have changes in political systems affected our relationships with and understanding of Asian cultures? Choose two different Asian countries to use as case studies.

- **Discrepancy:**

What might have happened if the Aboriginal people had engaged in a greater level of trade with Asian nations prior to the European settlement?

- **Analogy:**

How is Asia like a tapestry?

- **Creative writing skills:**

Develop an advertising campaign to develop a greater acceptance of multiculturalism among the Australian population.

# William's Model

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- ◉ **Dimension Three:**

- ◉ Fluency - measured by number of responses to
- ◉ a theme
- ◉ Flexibility - measured by the variety of changes
- ◉ or categories
- ◉ Originality - measured by degree of unusual or
- ◉ uncommon responses
- ◉ Elaboration - embellishment or expansion of
- ◉ the idea
- ◉ Risk-taking - willingness to try different or difficult things
- ◉ Curiosity - ability to seek many alternatives, depth of study
- ◉ Complexity - capacity to explore or discover
- ◉ Imagination - power to visualise, dream or conceive forms of action symbolically

# Maker's Model

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Content  
modification

Process  
modification

Product  
modification



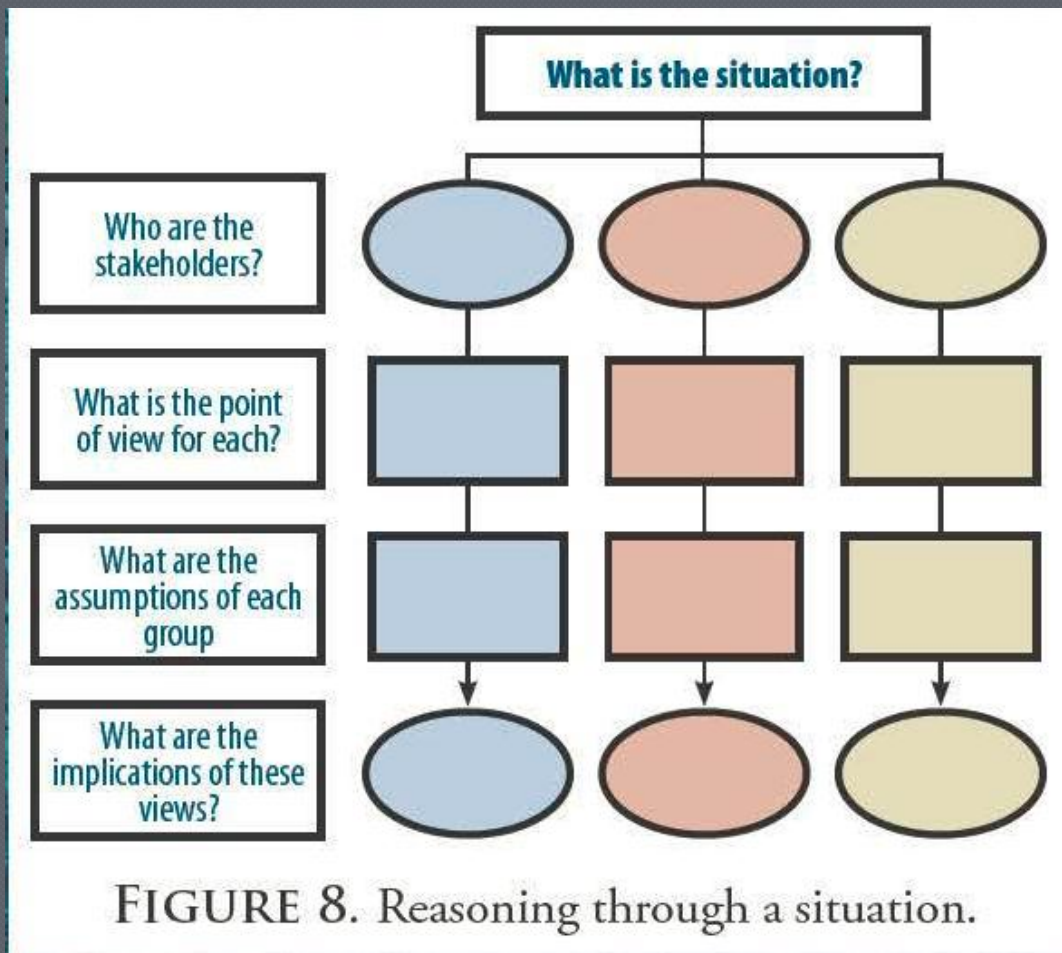
# Thinking strategies

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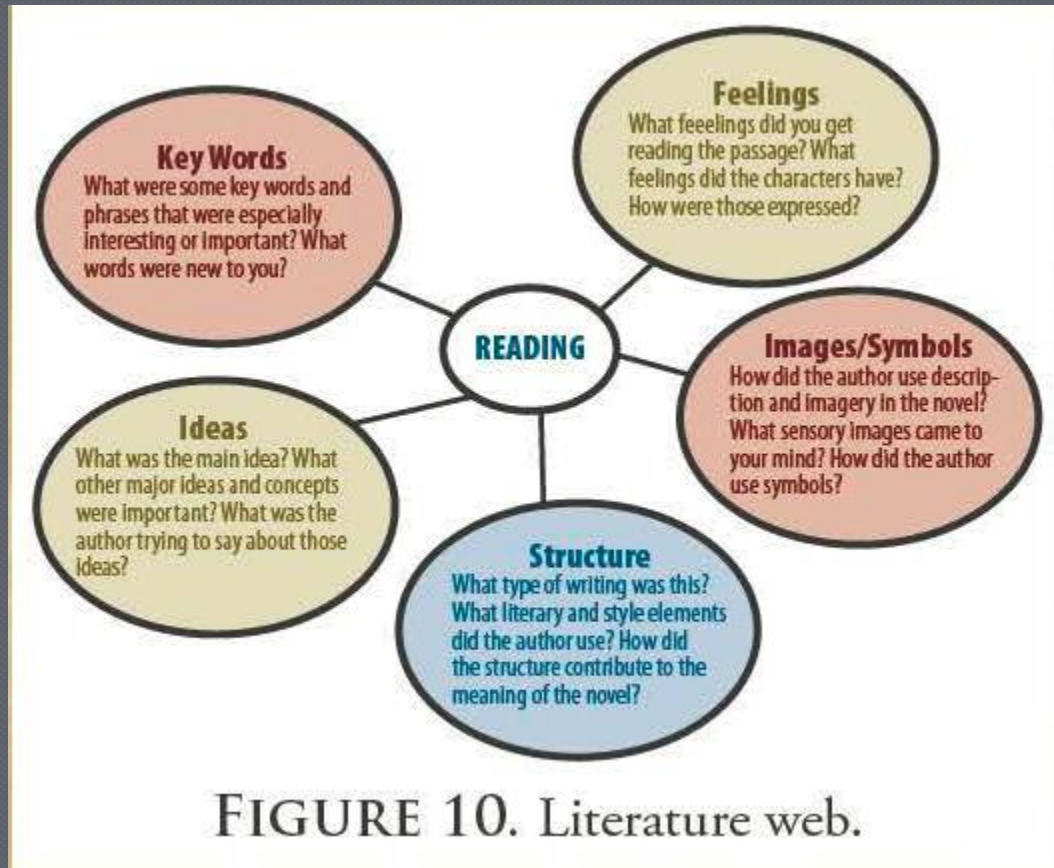
- Thinkers' Keys
- Graphic Organisers
- De Bono's Six Thinking Hats



# Graphic Organisers



# Graphic Organisers



# Instructional and management strategies:

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- ◉ Instructional and management tools:
  - Open-ended tasks
  - Tiered tasks
  - Alternate tasks
  - Varied resources
  - Student groupings
  - Varied questioning
  - Web quest

# Independent project

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- Negotiating learning contracts where a written agreement between teacher and student results in students working independently. The contract helps students to set daily and weekly work goals and develop management skills. It also helps the teacher keep track of student progress. (DEET 2009)

# Independent Project

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- Designing independent research tasks where students learn how to develop and manage their independent learning skills. The degree of complexity of the project will depend on student readiness and independent research may begin as a paired project.

# Independent project

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- ◉ Winebrenner 'essential rules':
- ◉ Don't bother anyone
- ◉ Don't call attention to yourself
- ◉ Do the work you have selected
- ◉ Keep records of your extension activities

When you follow the rules, you get to choose what to do.

When you do not follow the rules, I get to choose for you.



# Independent Project

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- Kaplan (1979) listed the following principles as a guide in making curriculum decisions for gifted students:
- 1. Focus on major issues and concepts.
- 2. Emphasis on a large knowledge base.
- 3. Use of activities that show how subjects relate.
- 4. Emphasis on in-depth research.
- 5. Teaching of thinking skills.
- 6. Higher order thinking incorporated into all instruction.
- 7. Increased complexity and pace.
- 8. Focus on student self-direction.

# Independent investigation model

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- The Kaplan Model (1986) examines curriculum differentiation in the areas of content, process,
- product and learning environment and the model provides an excellent scaffold for developing theme-based independent research or study projects.
- **In an independent investigation:**
- 1. Students are attempting to answer a question through research.
- 2. Students need to use a variety of resources.
- 3. Students need to communicate their findings in an effective manner.



# Kaplan Example

For example:

Theme	Outcomes	Research Skill/s	Productive Skills	Product
Purpose and Effect of Systems	Module 5A Outcome 1	Designing a research method	Analysis	Research report -
	Module 5B Outcome 2	Establishing criteria to judge	Evaluate situations	multimedia format

Implementation Sequence:

1. Students will develop a differentiated unit of work to implement with their class in order to answer the question: How do we measure the impact of curriculum differentiation on students?
2. Students will design a research method.
3. Students will develop criteria for measuring curriculum differentiation's impact on students.
4. Students will collect data to analyse.
5. Students will analyse data and draw conclusions.
6. Students will create a multimedia presentation as a synthesis of their findings.

# Kaplan Example

Secondary example of Kaplan Model independent research projects.

## KAPLAN MODEL Planning Grid – Secondary Example

Theme/Concept	Outcome/s	Research Skills	Productive Skills	Product
Change	Appropriate state or territory outcome	Establishing criteria to judge Substantiating with evidence	Problem solving Analysis	Multimedia presentation and/or web page
<p style="text-align: center;"><b>Implementation Sequence</b></p> <p>Implementation Plan: For one period per week over one term, students whose curriculum has been compacted following pretesting work individually on this Independent Research Project.</p> <p>Activities: Students choose one of the following tasks and develop a multimedia presentation and/or web page which demonstrate(s) their research findings:</p> <ul style="list-style-type: none"> <li>• How and why do cultures treat adolescence in similar or different ways? Investigate at least two different cultural groups from a western and developing nation in your research.</li> <li>• Is adolescence valued equally by all cultures? Conduct a survey or questionnaire to research at least three different cultural perspectives. Develop criteria to judge the data produced by your survey. Present your conclusions.</li> <li>• How and why do the media determine the way adolescence is represented? Examine print, visual and auditory media in your research. Draw conclusions from your research and evaluate the causal attributes.</li> <li>• How and why do 'rites of passage' relate to adolescence? Define the term 'rite of passage'. Research current and past examples of 'rites of passage' from at least three different cultural groups. Draw conclusions as to the 'rites of passage' experienced by today's youth.</li> <li>• Which factor, physical, emotional or intellectual, has the greatest influence on the attributes of adolescence, and why? Investigate the research into the various attributes of adolescence in science and social science. Develop criteria to judge which factor has the greatest influence. Draw conclusions.</li> </ul> <p>Share your findings with your peers and the 'expert' panel, by presenting your multimedia product and/or web page, and responding to questions from the panel.</p>				

# Differentiation Examples

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- Discuss plot, setting, and characters in the short story “A Rose for Emily.”
- Compare and contrast the plot, setting, characters, motivation, theme, and climax of “A Rose for Emily” and “The Bear.”

# Differentiation Examples

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- Draw and label adaptive features on an accurate picture of a penguin. State how each assists its survival.
- Select a creature from the polar region. State what the future holds for this living thing as global warming increases.

# Differentiation Examples

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- Choose one of the following topics and prepare an oral presentation using at least four library sources:
  - The use of technology
  - Science discoveries of the past
  - Mathematics in everyday life
- Debate *one* of the following resolutions.
  - Mankind is on a path toward human progress.
  - Studying our past will help us cope with the future.
- Use multiple sources including surveys, interviews, and library sources in your preparation.

# Differentiation Examples

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- Joe invested \$1,000 in stock in January. When he sold it in December, the price was up 12% from his purchase price. What was his profit on this stock?
- Which would you rather choose?
  - a) 80% profit in year 1 and 50% loss in year 2.
  - b) 5% profit in year 1 and 5% profit in year 2.
- Explain your reasoning.

# Differentiation Examples

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- Describe the character from the story
- State two generalizations about the main character and justify why those are generalizations using evidence from the text.

# Differentiation Examples

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- On a timeline, chart the evolution of atomic theory. Describe each major model of the atom according to its major features.
- Using generalizations derived around the concept of *models*, evaluate each major model of the atom over time. Evaluate the strengths and weaknesses of each, and create a visual to demonstrate how each model influenced the models succeeding it.



# Differentiation examples

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- Draw and label the adaptive features on an accurate picture of a penguin. State how each adaptation assists survival.
- Select a creature that lives in the polar region. Explain how it may adapt to meet the future challenges of global warming.

Other activity options...

# Cubes

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- Cubing is an instructional strategy that asks students to consider a concept from a variety of different perspectives.
- The cubes are six-sided figures that have a different activity on each side of the cube.
- A student rolls the cube and does the activity that comes up.
- Cubes can also be used for group tasks as well as individual tasks.

# How Cubing is Differentiated

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- Not all students receive the same cube.
- You can differentiate the tasks on cubes according to readiness, interest or learning profile.
- One cubing activity might group gifted learners for more challenging, higher-level activities; another cubing activity might group students with different readiness levels according to their interests; another might group students according to one of the learning profile categories

# Cubing: First Step

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- ◉ Write 6 questions that ask for information on the selected unit.
- ◉ Use your 6 levels of Bloom, intelligence levels, or any of the cubing statements to design questions.
- ◉ Make questions that use these levels that probe the specifics of your unit.
- ◉ Keep one question opinion based –no right or wrong.

# Cubing: Second Step

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- Use the first cube as your “average” cube, create 2 more using one as a lower level and one as a higher level.
- Remember all cubes need to cover the same type of questions, just geared to the level, don't water down or make too busy!
- Label your cubes so you know which level of readiness you are addressing.
- Hand your partner the cubes and ask if they can tell high, medium, or low. If they can't tell, adjust slightly.

# Cubing: Third step

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- **Third Step:**
- Always remember to have an easy problem on each cube and a hard one regardless the levels.
- Color code the cubes for easy identification and also if students change cubes for questions.
- Decide on the rules: Will the students be asked to do all 6 sides? Roll and do any 4 sides? Do any two questions on each of the 3 cubes?



# What is the point?

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- Cubing gives students who like to use their hands and move around a chance to feel like they are “playing” while learning.
- Cubing gives students a chance to look at a concept from a series of different perspectives.
- Cubing is very flexible and encourages depth and complexity.
- Cubing allows the teacher to differentiate for readiness in a very un-obvious way. Since all students are working with cubes, students are not aware that their neighbors might be doing something a little different.

# Cubing

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- Cubes can turn into glorified worksheets –but not if all activities are purposeful and focused on getting students to understand a concept in a multitude of ways
- ThinkDots are a similar concept.

# Most difficult first

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- Most appropriate for mathematics. Students are allowed to work on the five most difficult problems instead of completing the whole assignment. If the students are successful, they are allowed free time or are asked to work on an alternative activity. (Winebrenner, 1992)
- Again, this option is available to all students in the class

# RAFTS

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- RAFT writing allows students to write so that they can learn.
- You learn through use of a writing prompt that has learners think about a concept or topic through different perspectives (Santa, 1989)

# The *RAFT* Framework Includes:

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- ◉ ROLE of the Writer (Who are you as the writer?)
- ◉ AUDIENCE (To whom are you writing?)
- ◉ FORMAT (What format are you writing?)
- ◉ TOPIC (What are you writing about?)
- ◉ STRONG VERB (What is your purpose e.g., persuade, analyze, create, predict, compare, defend, evaluate)

# RAFTS

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- ◉ EXAMPLE:
- ◉ You are Ulysses (role) on your journey home from Troy after being gone for over (role) ten years. Write a letter (format) to your wife Penelope (audience) explaining (strong verb) why you won't make it home for dinner, AGAIN.  
(topic)

# RAFTS

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Student	Fellow student	Pamphlet	The pamphlet will demonstrate the tobacco products and how they are unhealthy.
Older sibling	Younger sibling	Big book	The title of the Big Book will be <u>Stay Away from Tobacco, Because....</u>
Artist	Teens	Design a poster that would encourage teens not to use tobacco.	How tobacco products are unhealthy, especially for teens.
Actor	TV talk show	5 minute tobacco prevention "Tell All".	Relate a "Smoker's Story" that is a heads-up for teens.



# RAFTS

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Lobbyist	Congress	Address the Committee on Environmental Health related to second-hand smoke	Give factual testimony on the hazards of environmental tobacco smoke.
Tobacco education specialists (Group Activity)	Younger age classroom of students.	Panel of experts	Provide age-appropriate tobacco education for younger students.
Medical examiner	Trainee	Draw an outline of the trainee on butcher paper. Collaborate together on facts.	Identify the path of tobacco products as they enter the body and the long-term and short-term effects from use. (Post on wall of classroom when done.)
Physician	Patient	Consultation	Identify the short-term and long-term effects of tobacco products. Relate health facts regarding short-term and long-term use.

# RAFTS

ROLE	AUDIENCE	FORMAT	TOPIC
Zero	Whole Numbers	Campaign Speech	Importance of the Number 0
Scale Factor	Architect	Directions for A Blue Print	Scale Drawings
Percent	Student	Tip Sheet	Mental Ways to Calculate Percent
Repeating Decimal	Customers	Petition	Proof/Check for Set Membership
Prime Number	Rational Numbers	Instructions	Rules for Divisibility
Parts of a Graph	TV Audience	Script	How to Read a Graph
Exponent	Jury	Instructions to the Jury	Laws of Exponents

Source: Barton & Hedeima (2002)

# Tiered Task

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- The curricular content and objective(s) are the same, but the process and/or product are varied according to the student's level of readiness.
- For example, students with moderate understanding about a topic are asked to write an article. Students with a more advanced understanding are asked to prepare a debate.

# Tiered tasks

## Tiered Assignment Earthquakes and Volcanoes

Name \_\_\_\_\_

Objective Points Possible	Red Level Up to 7	Yellow Level Up to 8	Blue Level Up to 10
6. Describe and be able to label the three types of volcanoes. Also know how the air can be polluted.	Draw the three types of volcanoes. Label them and know facts about each.	Create Volcano Trading Cards. The folder will tell you more, but if you create more than is required, you could jump to the blue level. ☺ (3 minimum) Be dazzling!!	Create 3 Volcano Resumes. You are trying to sell a volcano. Look in the folder to understand the components of this resume. All 3 volcanoes should be included on 3 different resumes.
7. Know the different kinds of particles, products and features of volcanoes.	Create a crossword puzzle using the different products, features and definitions.	Create and explain 6 different features and products of a volcano. Please put this info in an interactive book.	Create models of at least 8 different features or products that come from a volcano. OR create your own lesson here! Approval needed first!
8. <i>Required for Challenge... Xtra Credit for Regular Science</i> Compare and contrast Mt. St. Helens with Kilauea	Draw diagrams of Mt. St. Helens and Kilauea. Include how they are alike and different.	Create a circle book comparing and contrasting Mt. St. Helens with Kilauea volcano.	Create topo maps of both volcanoes and explain the differences. Materials provided.
9. <i>Required for Challenge... Xtra Credit for Regular Science</i> Understand why Hawaii is located where it is and understand a hot spot..	Read literature about hot spots and the location of Hawaii. Write a short report about this paper.	Create a color brochure labeled, using the whole paper provided, on Hawaii's hotspot.	Conduct the Lab entitled "Determining how fast a Lithospheric Plate Moves".
10. <i>Required for Challenge... Xtra Credit for Regular Science</i> Explain disaster prevention for those living in Hawaii.	Write a short report explaining three different processes used for warning people of Hawaii's dangers.	Create a tourist brochure explaining the dangers in Hawaii.	You are a volcanologist on the big island of Hawaii. Create a plan for your island to keep those informed of potential eruptions.
11. <i>Required for Challenge... Xtra Credit for Regular Science</i> Understand the different types of lava and how it is formed.	Your choice, but get approval first!	Your choice, but get approval first!	Your choice, but get approval first!

# Tiered Tasks

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- Self-evaluation
- Editorial
- Opinion
- Debate
- Story
- Written report
- Diagram
- News article
- Chart
- Advertisement
- Cartoon
- Model
- Recipe
- Illustration
- Invention
- Mobile
- Television show
- Map
- Puppet show
- Sculpture
- Pantomime
- Puzzle
- Set of photographs
- Magazine
- Simulation
- Newspaper
- Play
- Book
- Demonstration
- Tape
- Teaching lesson
- Filmstrip
- Computer program
- Recommendation
- Scrapbook
- Letter
- Research report
- Journal
- Bulletin board
- Panel discussion
- Exhibit
- Poem
- Oral presentation
- Value statement
- Graphic representation
- Survey
- questionnaire
- New game

# Extension menu

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- An extension menu is an array of independent learning activities presented in a 2x2, 2x3, or 3x3 format (boxes) to provide students with choices for extending or enriching the essential curriculum.



# When to use an extension menu

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- Follow-up activity after a lesson
- Culminating activity at the end of a unit or book study
- Anchoring activity
- Learning center for enrichment and/or extension of the curriculum (Extension menu activities are to be completed in the classroom with all materials provided.)
- Independent activity for students who have compacted out of specific curricular objectives or who have completed their work (Tasks can be completed in class, media center, or other designated area.)



# Extension Menus

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- Consider designating one box “Write your idea here” so that a child can use creativity to develop his/her own learning activity. Approve each self-designed learning activity before the student pursues it.
- Use Bloom’s

# **'Would, could, should' test**

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- Passow (1988) proposed the following criteria to gauge whether the curriculum presented to gifted students is appropriate:
- **Would all students want to be involved in such learning experiences?**
- **Could all students be involved in such learning experiences?**
- **Should all students be expected to succeed in such learning experiences?**
- The answer to these three questions should be 'no' if the curriculum is to be appropriate only for the gifted students in your class. If the answer is 'yes' then the curriculum is suitable for all students.

# Things you could do this week:

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- Ask students to *rate, critique, or rank* rather than *remember, list, or explain*.
- Add two questions to all work sheets. Allow G&T students to miss first questions to get to higher order questions.
- Flexible grouping - provide opportunities for high ability students together
- Provide a range of resources (use advanced Google search when students are researching)

# Things you could do this week:

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- Assign one period to research units of work linked to your KLA
- Make a reference folder
- Start small – one student, one task
- Add product options to your next assessment task
- Prescribe the number of words to be used to make G&T pupils think hard about what they write, and make every word count

# Resources

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- Check wiki and Q: drive