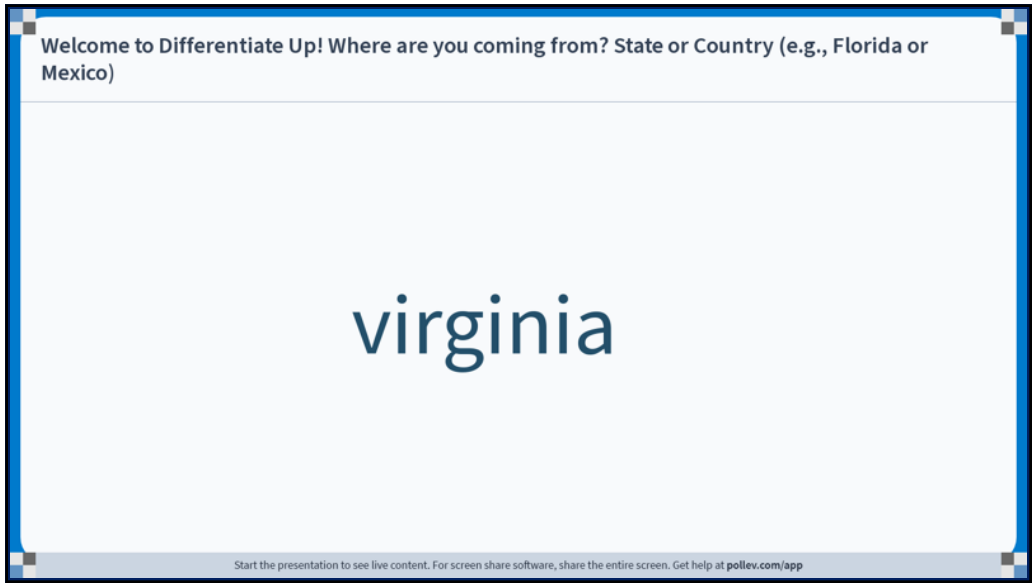
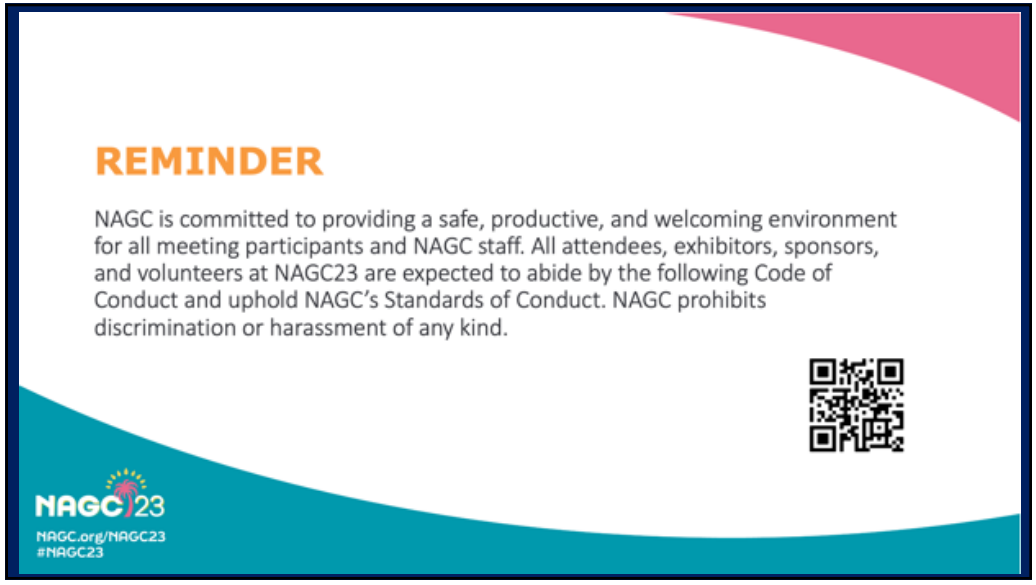

Welcome to Differentiate Up! Where are you coming from? State or Country (e.g., Florida or Mexico)
virginia
Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

2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#NAGC23

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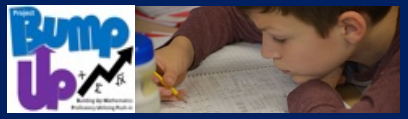

Differentiate Up!
A Guide to Plan and Organize Differentiation

NAGC November 10, 2023

Susan Dulong Langley[1], Ashley Y. Carpenter[2], Del Siegle[1], Kelly L. Kearney[1], Kenneth J. Wright[1], Luis O. Ferreira[1]

University of Connecticut-1 and William & Mary-2

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Project Bump Up
Building Up Mathematics Proficiency Utilizing Push-in

UCONN
NEAG SCHOOL OF EDUCATION

WILLIAM & MARY
CHARTERED 1693

www.projectbumpup.education.uconn.edu

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Project BUMP UP

Funded by Jacob K. Javits Gifted and Talented Students Education Program,
U.S. Department of Education PR/Award # S206A190028

- Co-planning and co-teaching
- Classroom teachers and gifted specialists
- Differentiate for mathematically advanced learners in heterogeneous 4th and 5th grade classrooms

6

6

Del Siegle
University of Connecticut

Ashley Y. Carpenter
William & Mary

D. Betsy McCoach
University of Connecticut

Susan Dulong Langley
University of Connecticut

Kelly L. Kearney
University of Connecticut

Kenneth J. Wright
University of Connecticut

Luis Ferreira
University of Connecticut

Daniel Long
University of Connecticut

Sarah Newton
University of Connecticut

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7

Opportunities!

- Interested in doing acceleration better? **ncrge.uconn.edu/acceleration**
- Identify more EL students with math talent **identifygifted.education.uconn.edu**
- Validate the new Renzulli Executive Function Scale
- Parents – **s.uconn.edu/refs**
- Teachers – **s.uconn.edu/renzulliscale**

Parent Code Teacher Code

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Resources abound!

Project BUMP UP Web Page – **Differentiation Resources tab**
https://projectbumpup.education.uconn.edu

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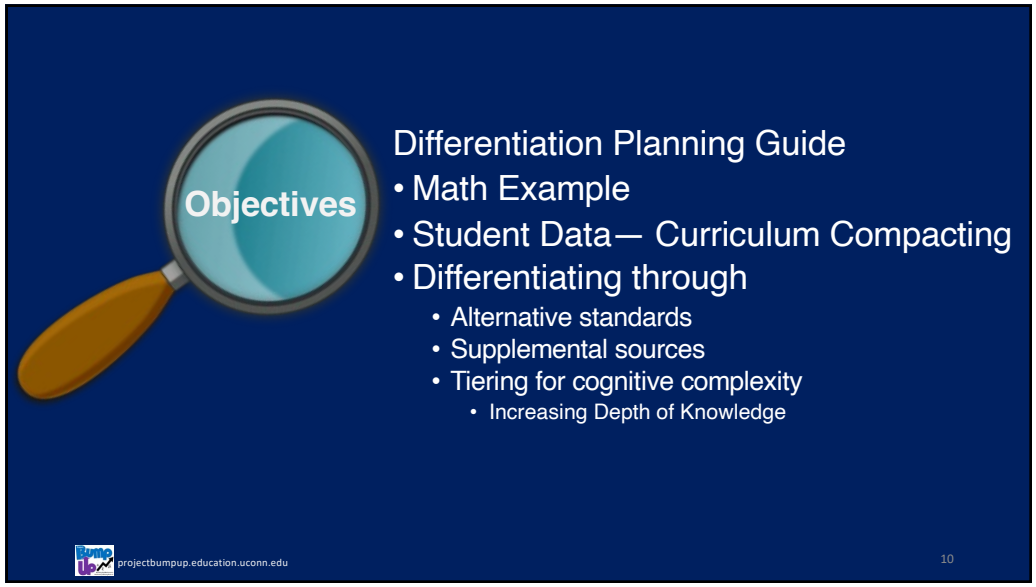
Objectives
Differentiation Planning Guide
• Math Example
• Student Data— Curriculum Compacting
• Differentiating through
• Alternative standards
• Supplemental sources
• Tiering for cognitive complexity
• Increasing Depth of Knowledge
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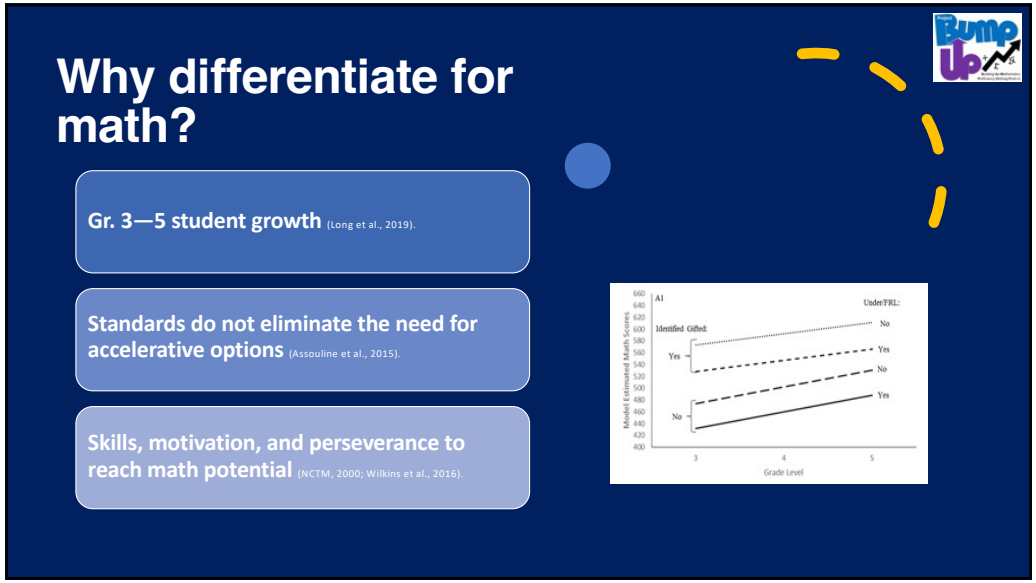
Why differentiate for math?
Gr. 3—5 student growth (Long et al., 2019).
Standards do not eliminate the need for accelerative options (Assouline et al., 2015).
Skills, motivation, and perseverance to reach math potential (NCTM, 2000; Wilkins et al., 2016).
A1
Under/FRL:
Identified Gifted:
Yes
No
Yes
No
No
Yes
Model Estimated Math Scores
Grade Level

11

Six Principles of Differentiation

- Moderated level of challenge
- Students differ in skills and knowledge
- Interest fuels motivation, engagement
- The right to explore areas of interest
- Multifaceted learning profiles
- Safety, support, and value foster learning

–Tomlinson & Jarvis, 2009

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DIFFERENTIATION IS NOT…

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Project BUMP UP Differentiation Log

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Differentiation Planning Guide

Unit: _____ **Lesson:** _____	**Date:** _____	**Grouping of Advanced Students** ☐ Whole Class ☐ Flexible Group ☐ Individual

Standard(s) for Today's Lesson

Standard(s)
☐

Differentiation

Content From a Supplemental Source	Differentiation of the Standard Selected Above	Alternative Standard
Topic_____ Source_____ **DOK Level 3 __ or Level 4 __?** **Brief description of differentiated activity:**	☐ **Math differentiation option from the textbook for this lesson.*** **Page _____ Activity Number(s)_____** **DOK Level 3 __ or Level 4 __?** **and/or** ☐ **DoK Differentiated to: Level 3 __ Level 4 __?** **Brief description of differentiated activity:**	**Grade____Standard_____** **DOK Level 3 __ or Level 4 __?** **Brief description of differentiated activity:**

Other/Notes

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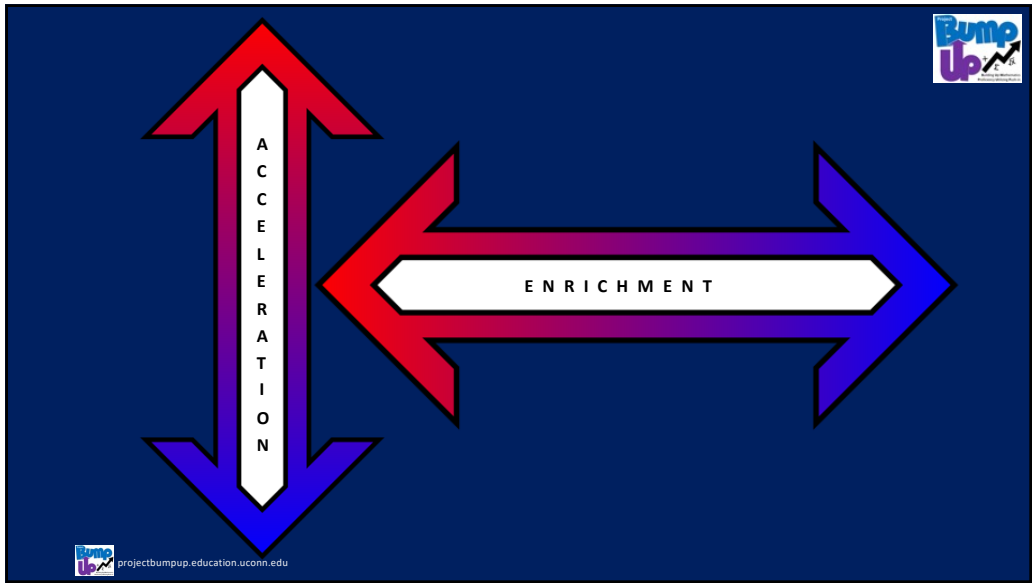
ACCELERATION
ENRICHMENT
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16


ACCELERATION
ENRICHMENT
Selecting Standards
• Higher Standards or Those You Do Not Normally Reach
STANDARDS
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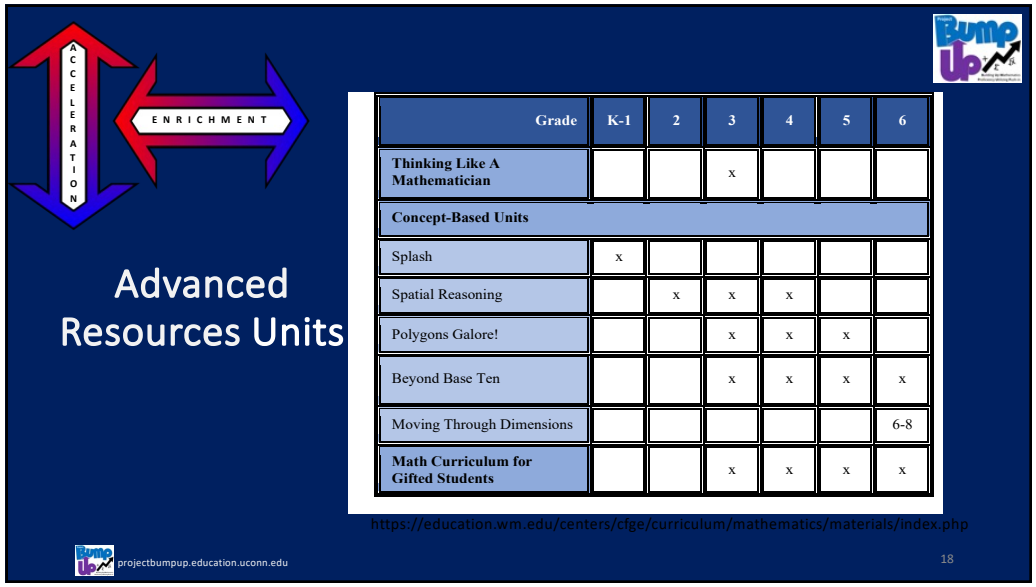

Grade	K-1	2	3	4	5	6
Thinking Like A Mathematician			x			
Concept-Based Units						
Splash	x					
Spatial Reasoning		x	x	x		
Polygons Galore!			x	x	x	
Beyond Base Ten			x	x	x	x
Moving Through Dimensions						6-8
Math Curriculum for Gifted Students			x	x	x	x

https://education.wm.edu/centers/cfge/curriculum/mathematics/materials/index.php

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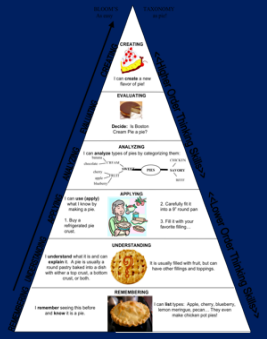
Tiering for Cognitive Complexity

ENRICHMENT



DOK-1	DOK-2	DOK-3	DOK-4
Recall and Reproduction	Basic Application of Skills and Concepts	Strategic Thinking	Extended Thinking
What is the knowledge?	How can the knowledge be used?	Why can the knowledge be used?	How else can the knowledge be used?

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Steps for Leveling-up DOK

ENRICHMENT

1. Analyze

- What is being asked of the students?
- What is the **DOK** level?

2. Determine

- **Where** do we see a similar concept in future standards?
- Where can we provide **less scaffolding**?
- What **other questions** can we ask about this problem?

3. Construct

- **Select** from the standards and/or additional questions created.
- **Rewrite** the problem to remove scaffolding and insert updated elements.

4. Re-Evaluate

Now that you have leveled-up the question, re-evaluate what students are being asked to do at the new DOK level.

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Student Data

Curriculum Compacting

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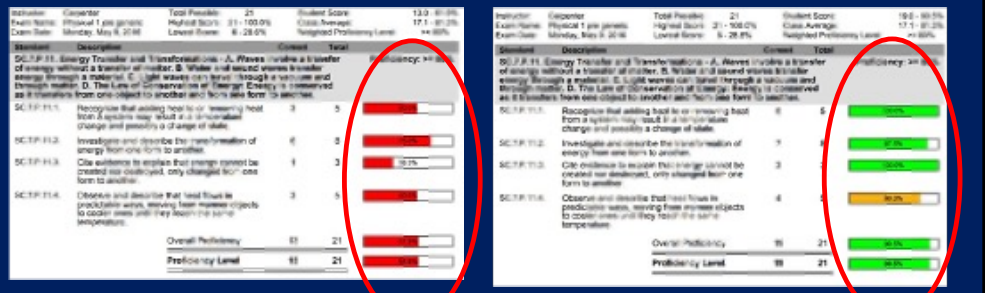
STUDENT A

STUDENT B



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MEETING THE NEEDS OF EVERY STUDENT?

Elementary and middle school teachers could eliminate between 40%-70% of the regular curriculum for 10%-15% of students in mixed ability classes

Reis et al. (1998)

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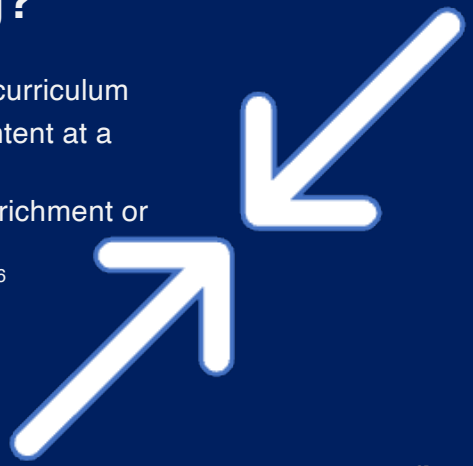
What is compacting?

- Streamlines/eliminates regular curriculum
- Students who can complete content at a faster pace
- Time can be used to provide enrichment or acceleration

Reis et al., 2016



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In the Classroom

- **Class goals**
  - Mastery of benchmark
  - Differentiated learning according to student level
- **Meeting students' needs**
  - Pre-tests to guide instruction
  - Students who show mastery will compact out
  - Compacted students receive grades based on their demonstrated mastery and alternative work.

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Name it

- What is in the unit?
- Deconstruct the standard(s)

1

2

3

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Prove it

- Measure mastery* of content and skills

**Mastery does not mean they know everything*

1

2

3

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Prove It Examples

- Pre-test (version of the post-test)
- Open-ended large concept question
- Pre-unit challenge lesson
- Verbal questioning
- Probes
- Asking students to perform a skill
- Answer the essential question(s)

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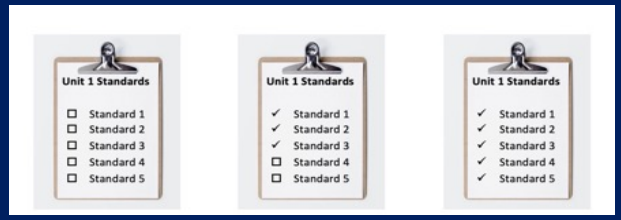
Pre-assessment

60% or above on all standards

Or

60% or above on most standards



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Students Who Know:

Are Students Who Need:

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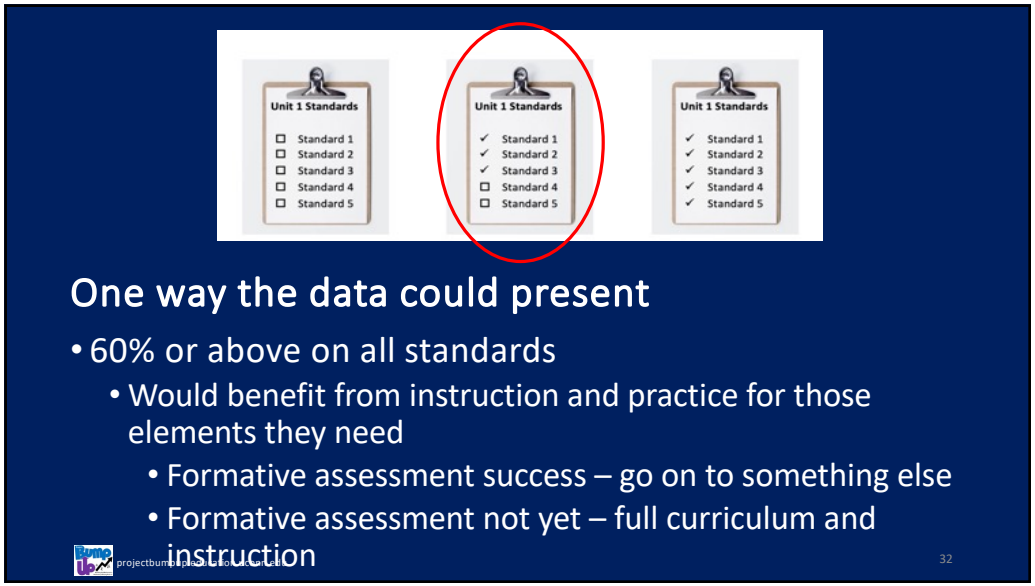
Unit 1 Standards
Standard 1
Standard 2
Standard 3
Standard 4
Standard 5
Unit 1 Standards
Standard 1
Standard 2
Standard 3
Standard 4
Standard 5
Unit 1 Standards
Standard 1
Standard 2
Standard 3
Standard 4
Standard 5
One way the data could present
• 60% or above on all standards
• Would benefit from instruction and practice for those elements they need
• Formative assessment success – go on to something else
• Formative assessment not yet – full curriculum and instruction
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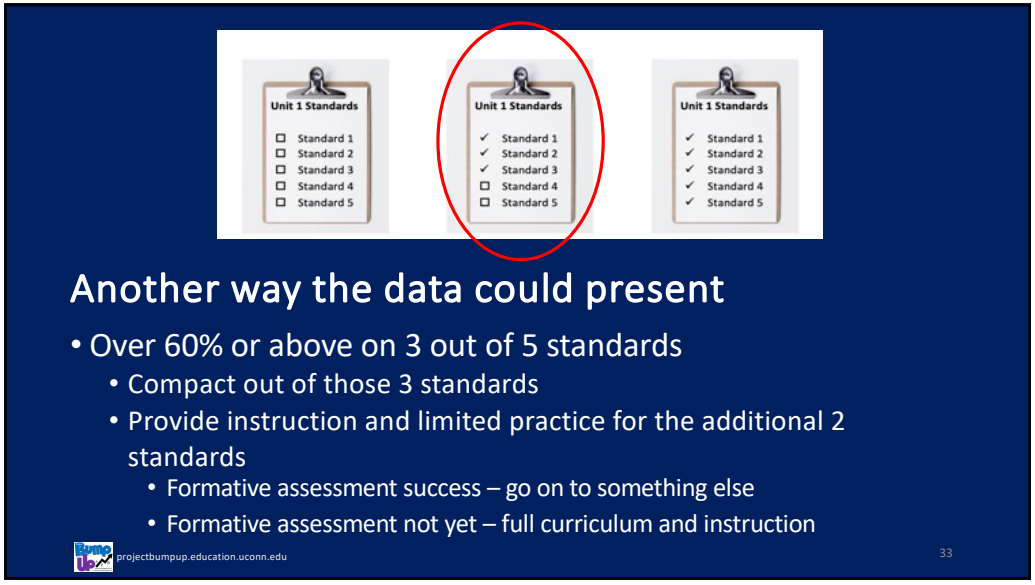
Unit 1 Standards
Standard 1
Standard 2
Standard 3
Standard 4
Standard 5
Unit 1 Standards
Standard 1
Standard 2
Standard 3
Standard 4
Standard 5
Unit 1 Standards
Standard 1
Standard 2
Standard 3
Standard 4
Standard 5
Another way the data could present
• Over 60% or above on 3 out of 5 standards
• Compact out of those 3 standards
• Provide instruction and limited practice for the additional 2 standards
• Formative assessment success – go on to something else
• Formative assessment not yet – full curriculum and instruction
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Change it

- Advanced standards
- Supplemental sources
- Tiering for cognitive complexity
- Increasing Depth of Knowledge

1

2

3

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Selecting Advanced Resources

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William & Mary Math Units

Grade	K-1	2	3	4	5	6
Thinking Like A Mathematician			x			
Concept-Based Units						
Splash	x					
Spatial Reasoning		x	x	x		
Polygons Galore!			x	x	x	
Beyond Base Ten			x	x	x	x
Moving Through Dimensions						6-8
Math Curriculum for Gifted Students			x	x	x	x

https://education.wm.edu/centers/cfge/curriculum/mathematics/materials/index.php

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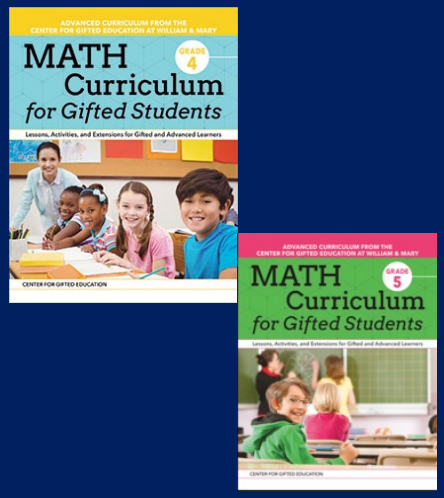
Math Curriculum for Gifted Students



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Open-ended, Real-world Problem or Project-based Learning

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Project- and Problem-Based Learning

Both

- Open-ended
- Authentic tasks
- Build 21st century skills
- Longer than usual lessons and assignments

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https://www.edutopia.org/blog/pbl-vs-pbl-vs-xbl-john-larmer

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Not necessary to reinvent . . .
https://www.youcubed.org/tasks/
https://robertkaplinsky.com/lessons/
https://hcpss.instructure.com/courses/107/pages/three-act-tasks
Tasks
What Rides Can You Go On?
How Many Stars Are There In The Universe?
Do You Have Enough Money?
Which Bed Bath & Beyond Coupon Should You Use?
Three Act Tasks
Engaging Students in Math
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Alternative standards
Can we can go further or deeper?
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Selecting Standards You Do Not Normally Reach

- Sub-standards you do not have as much time to address
- Standards at the end of the year

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Selecting Higher Grade Standards

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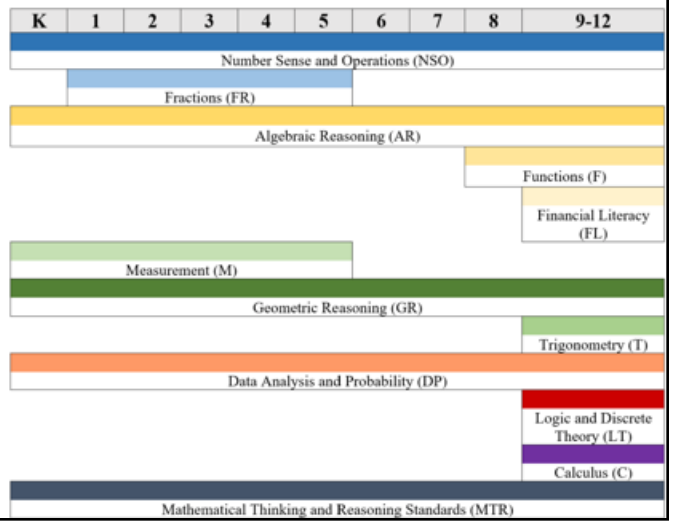
Progression of Strands



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For example…

- Gr. 4.NSO.1.1: Express how the value of a digit in a multi-digit **whole number** changes if the digit moves one place to the left or right.
- Gr. 5.NSO.1.1: Express the value of a digit in a multi-digit number with **decimals** to the thousandths changes if the digit moves one or more places to the left or right.
- Gr. 6.NSO.1.1: 1.1: Extend previous understanding of numbers to define rational numbers. **Plot, order, and compare rational numbers.**

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Tiering for cognitive complexity

Bloom's Taxonomy

Webb's Depth of Knowledge

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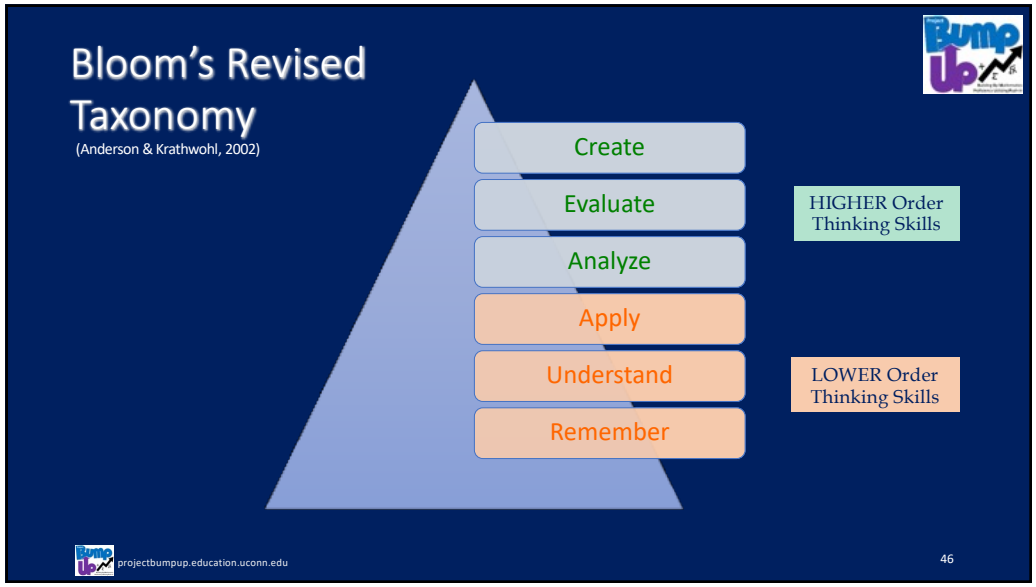
45


Bloom's Revised Taxonomy
(Anderson & Krathwohl, 2002)
Create
Evaluate
Analyze
Apply
Understand
Remember
HIGHER Order Thinking Skills
LOWER Order Thinking Skills
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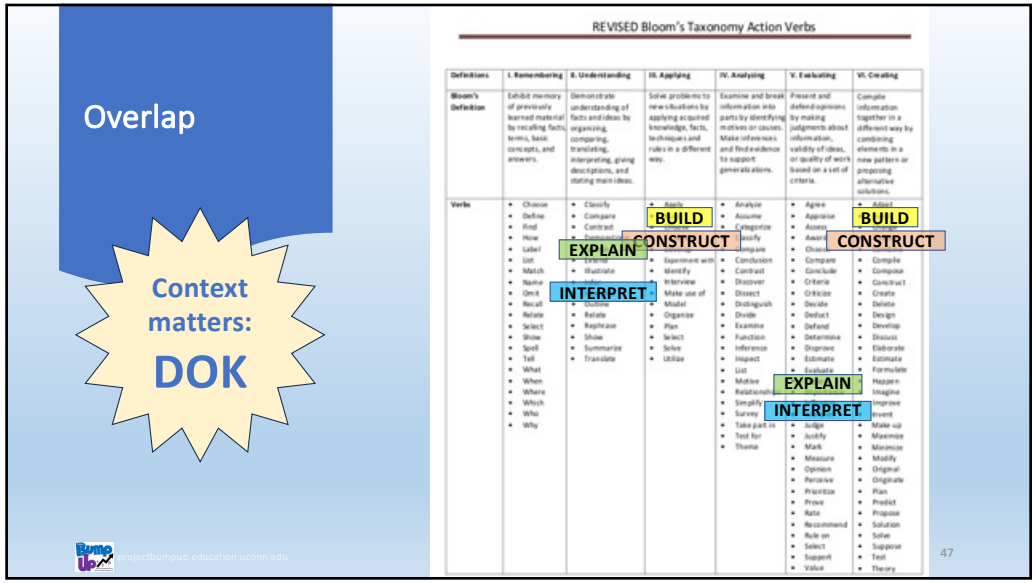
Overlap
Context matters:
DOK
REVISED Bloom's Taxonomy Action Verbs
BUILD
CONSTRUCT
EXPLAIN
INTERPRET
BUILD
CONSTRUCT
EXPLAIN
INTERPRET
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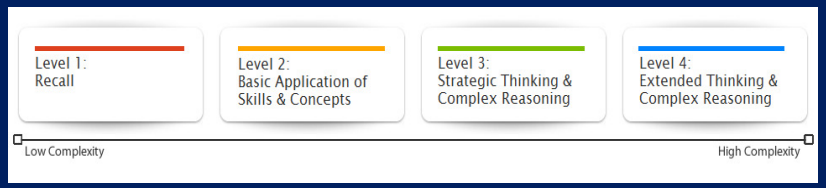
Webb's Depth of Knowledge (Webb, 1997)

- Number of connections of concepts
- Factors that influence cognitive demands



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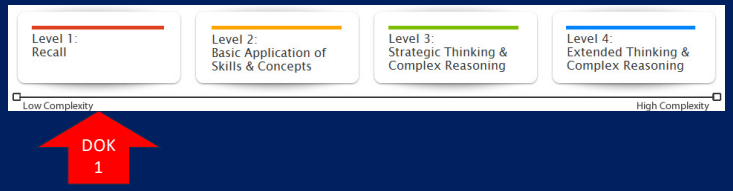

- One step
- Recall or find
- Simple algorithm or a formula
- Key words "identify," "recall," "recognize," "use," and "measure." (Webb, 2002, p. 3)

EXAMPLE:

Recognize that 700 ÷ 70 = 10 by applying concepts of place value and division

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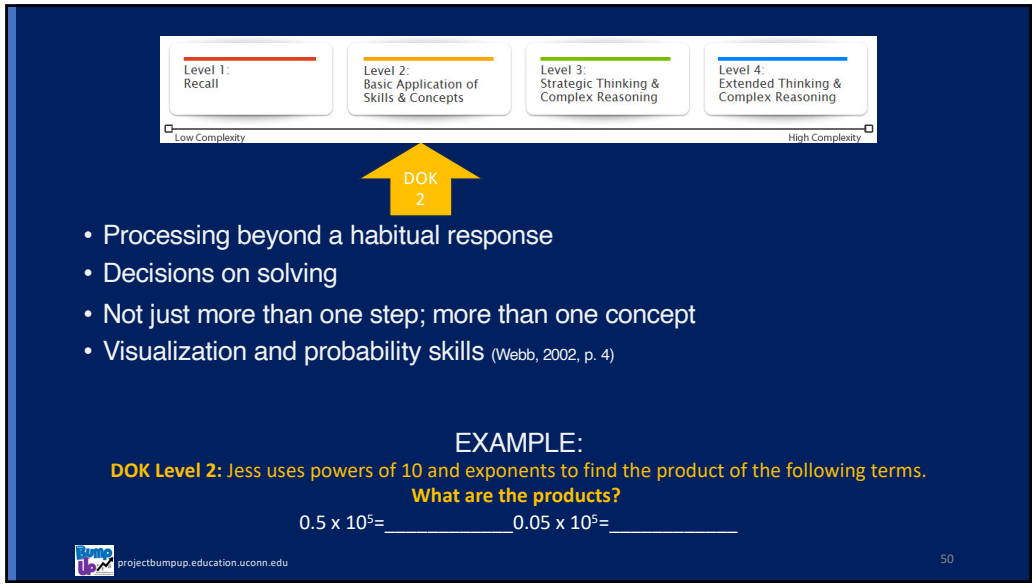
Level 1: Recall
Level 2: Basic Application of Skills & Concepts
Level 3: Strategic Thinking & Complex Reasoning
Level 4: Extended Thinking & Complex Reasoning
Low Complexity
High Complexity
DOK 2
• Processing beyond a habitual response
• Decisions on solving
• Not just more than one step; more than one concept
• Visualization and probability skills (Webb, 2002, p. 4)
EXAMPLE:
DOK Level 2: Jess uses powers of 10 and exponents to find the product of the following terms.
What are the products?
0.5 x 10⁵=_____0.05 x 10⁵=_____
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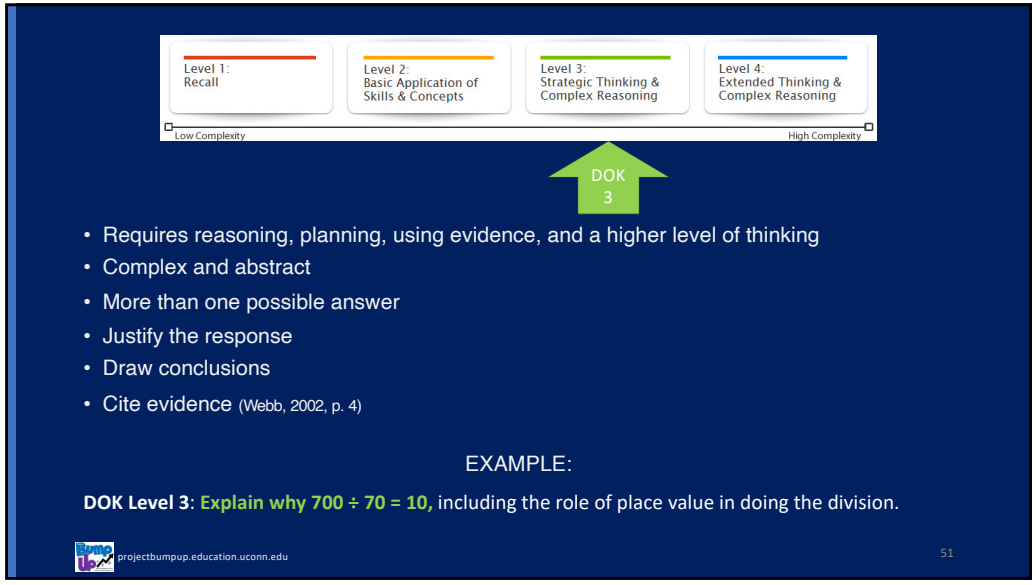
50


Level 1: Recall
Level 2: Basic Application of Skills & Concepts
Level 3: Strategic Thinking & Complex Reasoning
Level 4: Extended Thinking & Complex Reasoning
Low Complexity
High Complexity
DOK 3
• Requires reasoning, planning, using evidence, and a higher level of thinking
• Complex and abstract
• More than one possible answer
• Justify the response
• Draw conclusions
• Cite evidence (Webb, 2002, p. 4)
EXAMPLE:
DOK Level 3: Explain why 700 ÷ 70 = 10, including the role of place value in doing the division.
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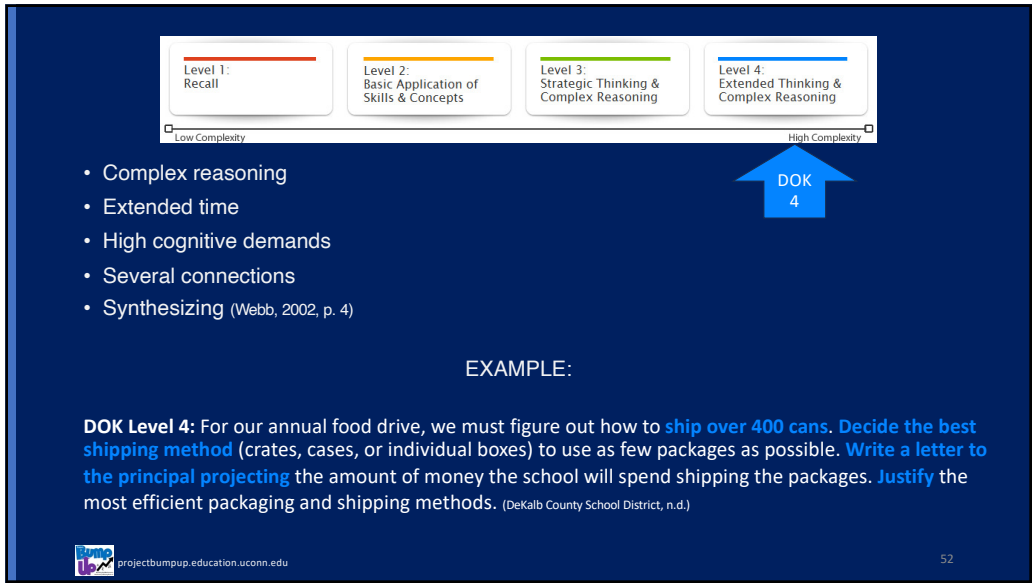
Level 1: Recall
Level 2: Basic Application of Skills & Concepts
Level 3: Strategic Thinking & Complex Reasoning
Level 4: Extended Thinking & Complex Reasoning
Low Complexity
High Complexity
DOK 4
• Complex reasoning
• Extended time
• High cognitive demands
• Several connections
• Synthesizing (Webb, 2002, p. 4)
EXAMPLE:
DOK Level 4: For our annual food drive, we must figure out how to ship over 400 cans. Decide the best shipping method (crates, cases, or individual boxes) to use as few packages as possible. Write a letter to the principal projecting the amount of money the school will spend shipping the packages. Justify the most efficient packaging and shipping methods. (DeKalb County School District, n.d.)
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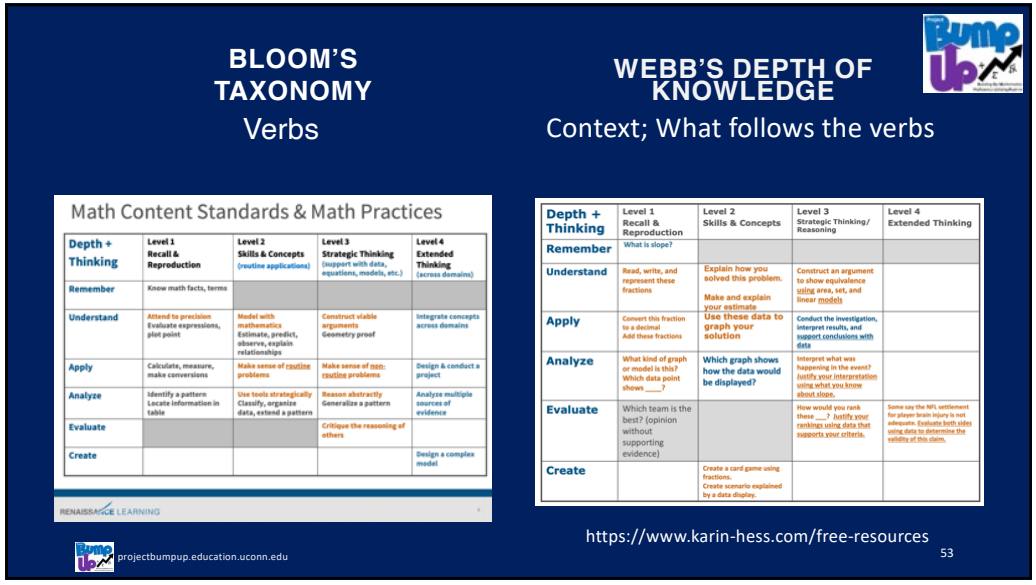
BLOOM'S TAXONOMY
Verbs
WEBB'S DEPTH OF KNOWLEDGE
Context; What follows the verbs
Math Content Standards & Math Practices
Depth + Thinking
Level 1 Recall & Reproduction
Level 2 Skills & Concepts (routine applications)
Level 3 Strategic Thinking (support with data, equations, models, etc.)
Level 4 Extended Thinking (across domains)
Remember
Know math facts, terms
Understand
Attend to precision Evaluate expressions, plot point
Model with mathematics Estimate, predict, observe, explain relationships
Construct viable arguments Geometry proof
Integrate concepts across domains
Apply
Calculate, measure, make conversions
Make sense of routine problems
Make sense of non-routine problems
Design & conduct a project
Analyze
Identify a pattern Locate information in table
Use tools strategically Classify, organize data, extend a pattern
Reason abstractly Generalize a pattern
Analyze multiple sources of evidence
Evaluate
Critique the reasoning of others
Create
Design a complex model
RENAISSANCE LEARNING
Depth + Thinking
Level 1 Recall & Reproduction
Level 2 Skills & Concepts
Level 3 Strategic Thinking/ Reasoning
Level 4 Extended Thinking
Remember
What is slope?
Understand
Read, write, and represent these fractions
Explain how you solved this problem.
Make and explain your estimate
Construct an argument to show equivalence using area, set, and linear models
Apply
Convert this fraction to a decimal
Add these fractions
Use these data to graph your solution
Conduct the investigation, interpret results, and support conclusions with data
Analyze
What kind of graph or model is this? Which data point shows ____?
Which graph shows how the data would be displayed?
Interpret what was happening in the event? Justify your interpretation using what you know about slope.
Evaluate
Which team is the best? (opinion without supporting evidence)
How would you rank these ___? Justify your rankings using data that supports your criteria.
Some say the NFL settlement for player brain injury is not adequate. Evaluate both sides using data to determine the validity of this claim.
Create
Create a card game using fractions.
Create scenario explained by a data display.
https://www.karin-hess.com/free-resources
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DOK at a Glance

One Correct Answer?

DOK 1
- Know or can find it (or not)

DOK 2
- More than one concept
- If/then; cause/effect

More than one correct answer requiring evidence?

DOK 3
- Interpret
- Reasoning (how and why)

DOK 4
- DOK 3
- Additional sources
- Initiate and complete project

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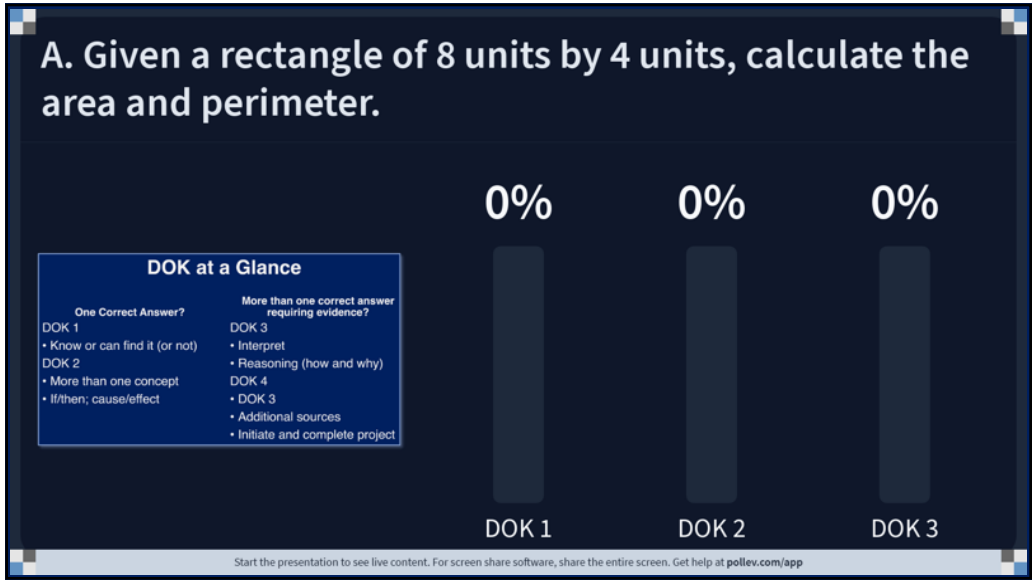
54



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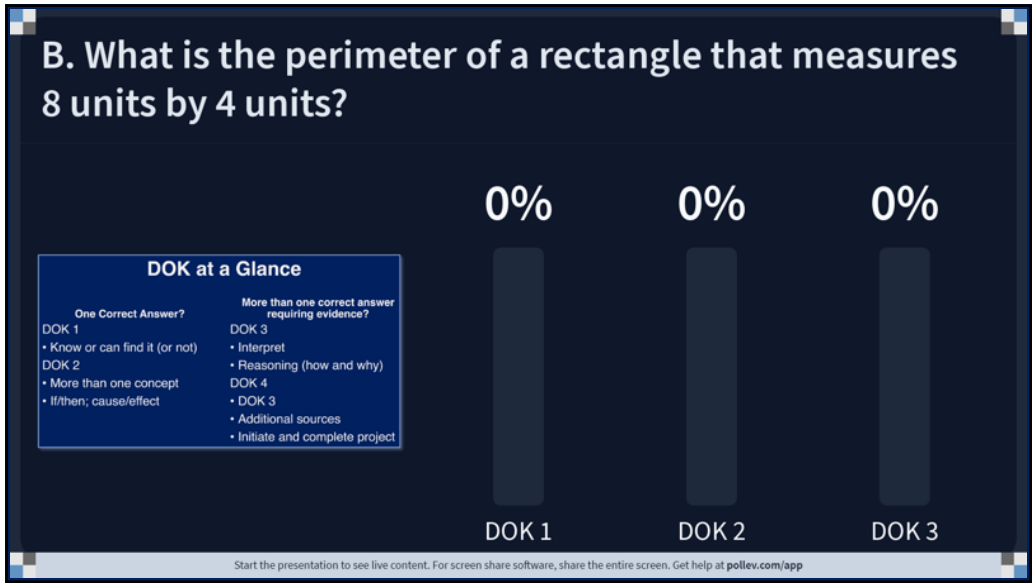
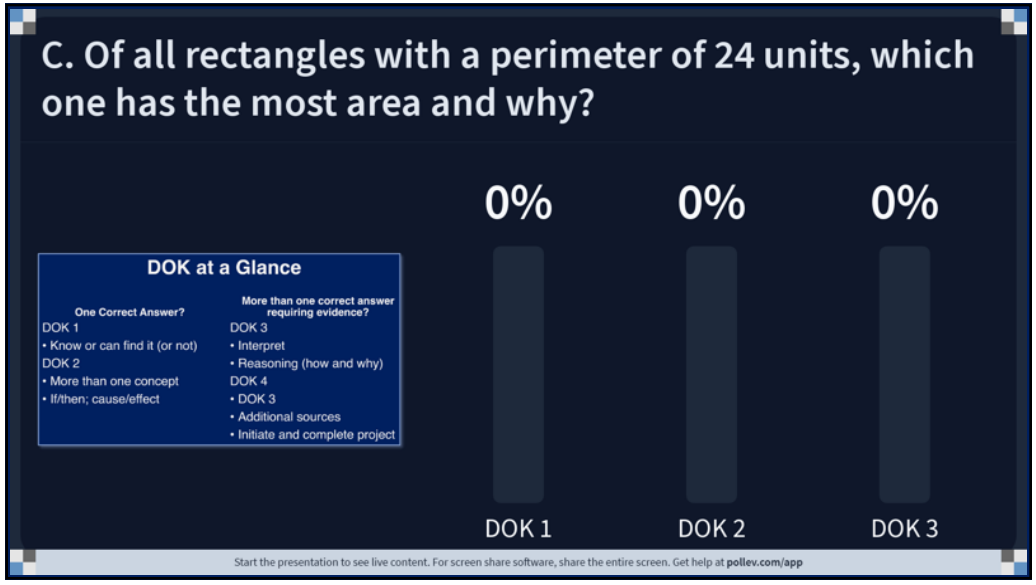

B. What is the perimeter of a rectangle that measures 8 units by 4 units?
0%
0%
0%
DOK at a Glance
One Correct Answer?
DOK 1
• Know or can find it (or not)
DOK 2
• More than one concept
• If/then; cause/effect
More than one correct answer requiring evidence?
DOK 3
• Interpret
• Reasoning (how and why)
DOK 4
• DOK 3
• Additional sources
• Initiate and complete project
DOK 1
DOK 2
DOK 3
Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

56


C. Of all rectangles with a perimeter of 24 units, which one has the most area and why?
0%
0%
0%
DOK at a Glance
One Correct Answer?
DOK 1
• Know or can find it (or not)
DOK 2
• More than one concept
• If/then; cause/effect
More than one correct answer requiring evidence?
DOK 3
• Interpret
• Reasoning (how and why)
DOK 4
• DOK 3
• Additional sources
• Initiate and complete project
DOK 1
DOK 2
DOK 3
Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

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Standard and Samples

DOK 1-4

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Whole Numbers – Gr. 4

- **Use** place value understanding to round multi-digit whole numbers to any place.

Q: What is the highest DOK Level?

A: DOK 1: Recall

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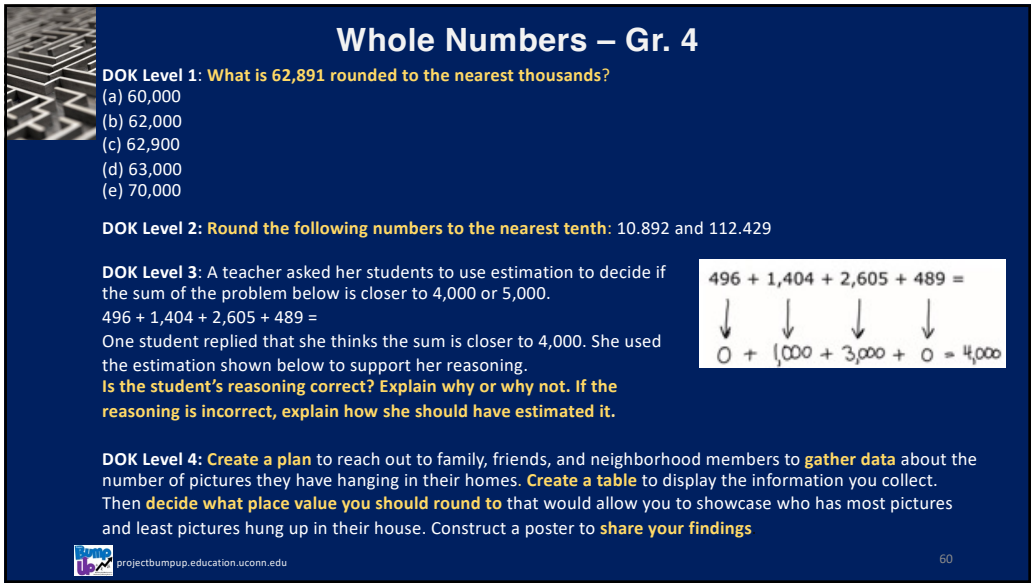
59


Whole Numbers – Gr. 4
DOK Level 1: What is 62,891 rounded to the nearest thousands?
(a) 60,000
(b) 62,000
(c) 62,900
(d) 63,000
(e) 70,000
DOK Level 2: Round the following numbers to the nearest tenth: 10.892 and 112.429
DOK Level 3: A teacher asked her students to use estimation to decide if the sum of the problem below is closer to 4,000 or 5,000.
496 + 1,404 + 2,605 + 489 =
One student replied that she thinks the sum is closer to 4,000. She used the estimation shown below to support her reasoning.
Is the student's reasoning correct? Explain why or why not. If the reasoning is incorrect, explain how she should have estimated it.
496 + 1,404 + 2,605 + 489 =
0 + 1,000 + 3,000 + 0 = 4,000
DOK Level 4: Create a plan to reach out to family, friends, and neighborhood members to gather data about the number of pictures they have hanging in their homes. Create a table to display the information you collect. Then decide what place value you should round to that would allow you to showcase who has most pictures and least pictures hung up in their house. Construct a poster to share your findings
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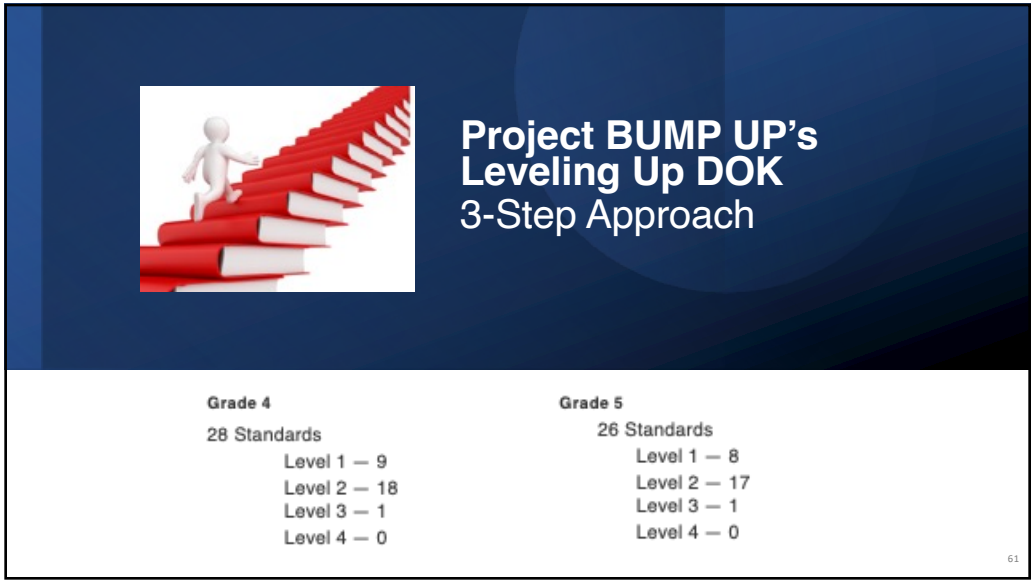
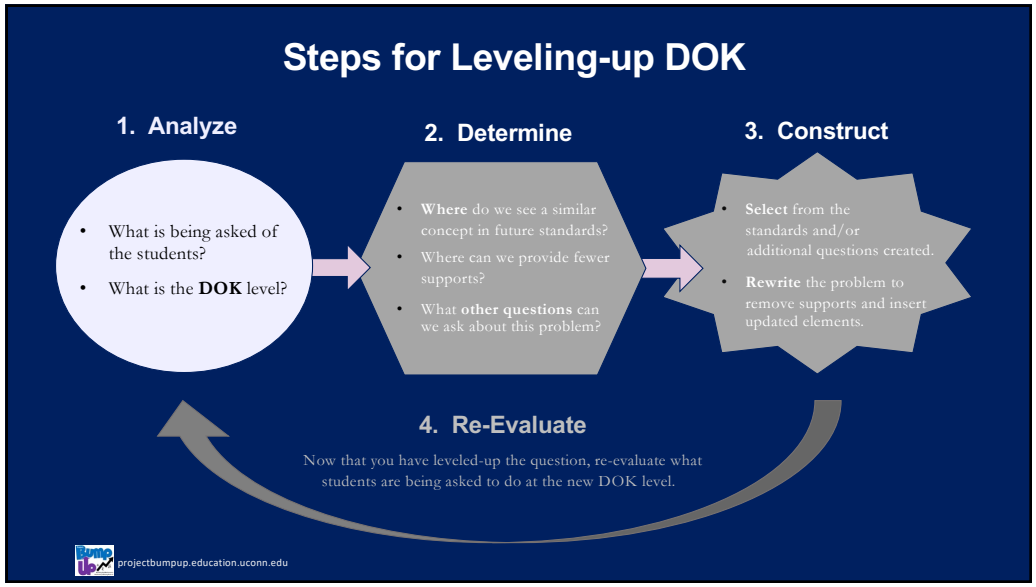
60

60


Project BUMP UP's Leveling Up DOK
3-Step Approach
Grade 4
28 Standards
Level 1 — 9
Level 2 — 18
Level 3 — 1
Level 4 — 0
Grade 5
26 Standards
Level 1 — 8
Level 2 — 17
Level 3 — 1
Level 4 — 0
61

61


Steps for Leveling-up DOK
1. Analyze
What is being asked of the students?
What is the DOK level?
2. Determine
Where do we see a similar concept in future standards?
Where can we provide fewer supports?
What other questions can we ask about this problem?
3. Construct
Select from the standards and/or additional questions created.
Rewrite the problem to remove supports and insert updated elements.
4. Re-Evaluate
Now that you have leveled-up the question, re-evaluate what students are being asked to do at the new DOK level.
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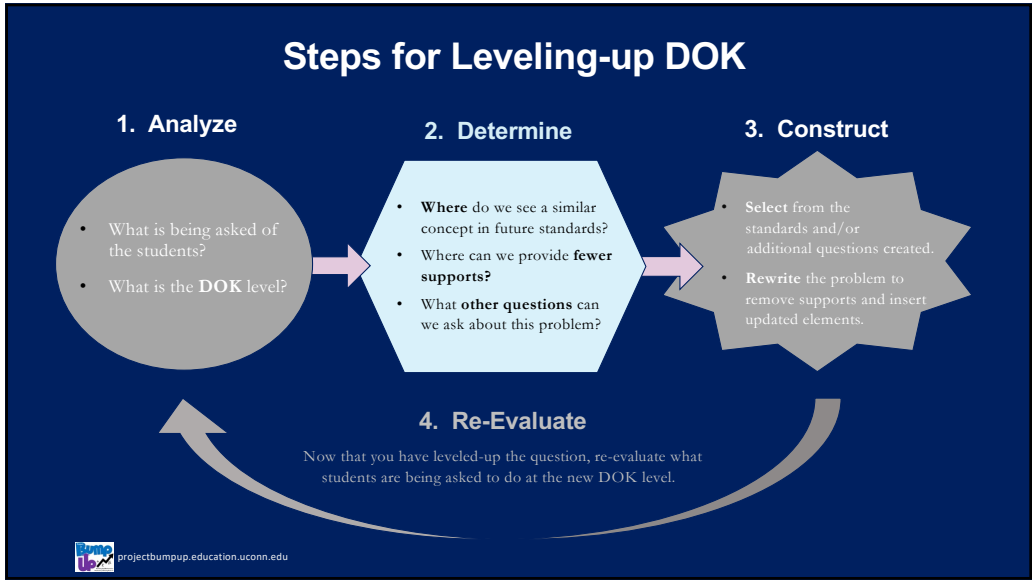
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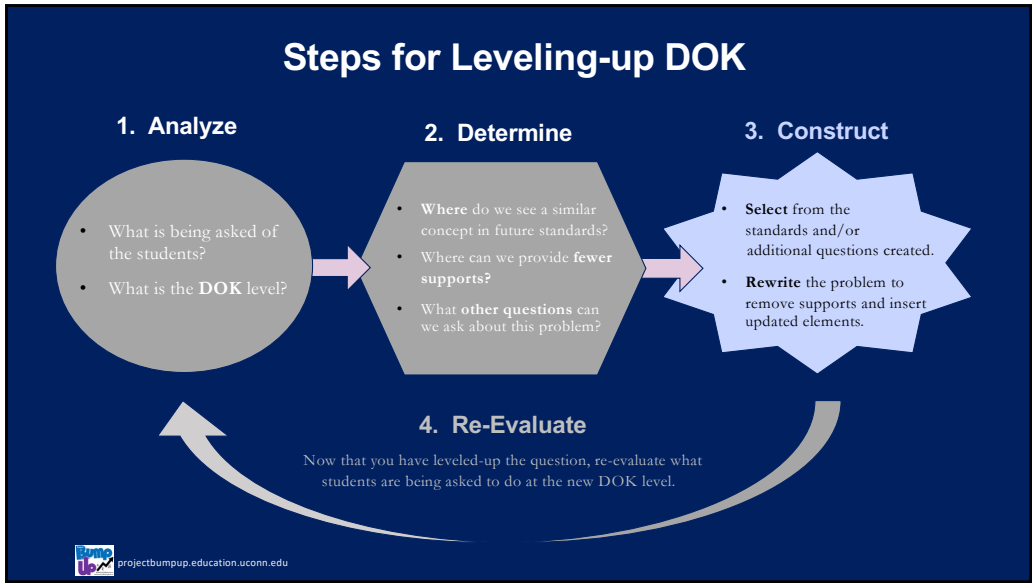
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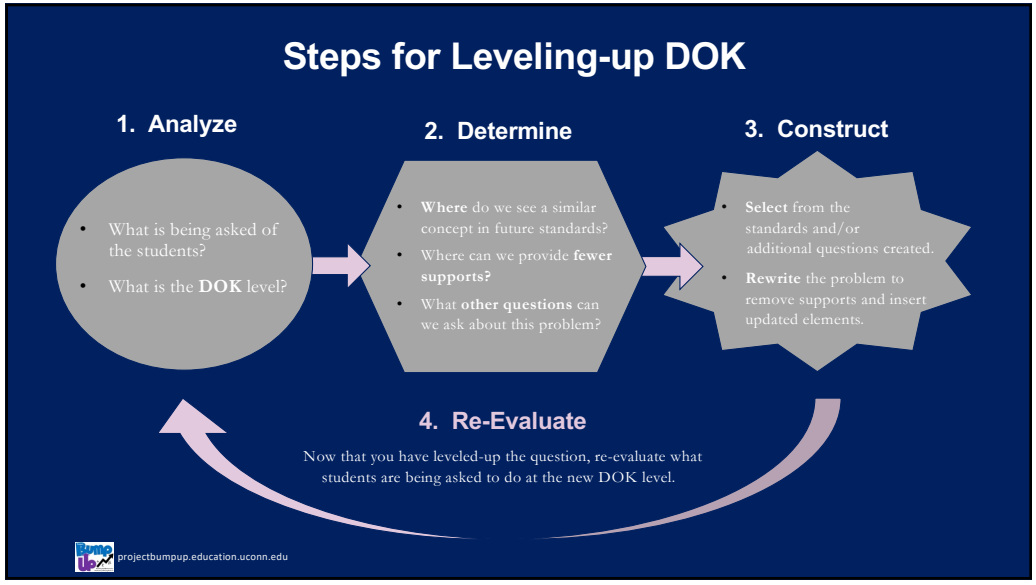
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Original Problem

Myra read 45 pages of her 100-page book. Her sister read ½ of a 10-page book. Who read a greater fraction of her book, Myra or her sister? Show your work.

Hint: One fraction has a denominator of 100. The other fraction has a denominator of 10.

66

Currently, what is this question asking the student to do?

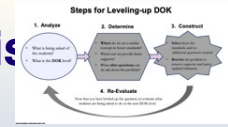
- Compare fractions

Myra read 45 pages of her 100-page book. Her sister read ½ of a 10-page book. Who read a greater fraction of her book, Myra or her sister? Show your work.

Hint: One fraction has a denominator of 100. The other fraction has a denominator of 10.

67

Currently, what is the DOK of this problem?



- DOK 2: Converting the fractions to those with similar denominators and then comparing the two fractions.

Myra read 45 pages of her 100-page book. Her sister read ½ of a 10-page book. Who read a greater fraction of her book, Myra or her sister? Show your work.

Hint: One fraction has a denominator of 100. The other fraction has a denominator of 10.

Looking Ahead: When will we see a similar concept like this in the future?

- Mixed fractions
- Conversions to decimals

Myra read 45 pages of her 100-page book. Her sister read ½ of a 10-page book. Who read a greater fraction of her book, Myra or her sister? Show your work.

Hint: One fraction has a denominator of 100. The other fraction has a denominator of 10.

Where can we provide fewer supports for students?

- Eliminate the hint

Myra read 45 pages of her 100-page book. Her sister read ½ of a 10-page book. Who read a greater fraction of her book, Myra or her sister? Show your work.

~~Hint: One fraction has a denominator of 100. The other fraction has a denominator of 10.~~

70

What other questions can we ask about this problem?

- Show two ways to answer the question, "Who read the greater fraction of her book, Myra or her sister?"
- How many pages would one sister have to read to equal the fraction the other sister read?
- Justify which sister read a greater portion of her book with evidence.
- Change the numbers for more complexity (e.g., 73 pages out of 192-page book and 1/8 of a 212-page book.

71

How can we implement these questions? (Building the new problem)

New Problem

Myra read 73 pages of her 192-page book. Her sister read 1/8 of a 212-page book.

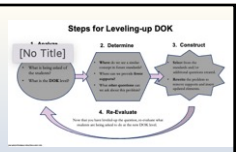
- Who read a greater fraction of her book, Myra or her sister? Provide evidence for your answer.

The sister who read less wants to catch up and read the same fraction as the other sister.

- How many more pages would the sister need to read to catch up? Explain your answer in two ways.

72

Now, what is this question asking the student to do?



(This should be the same as the original question/task.)

- Compare fractions

73

Now, what is the DOK of this problem?

(DOK should increase & look at Bloom's Taxonomy)

- DOK 3
  - **Explain** their thinking
  - **Another way** to approach the problem
  - **Compare** answers
  - **Analyze** their responses.

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Curriculum Guide Differentiation Log

Differentiation for BUMP UP Students		
Content From a Supplemental Source	**Differentiation of the Standard**	**Alternative Standard**
Topic_____ Source_____ DOK Level 3 _____ or 4 _____? **Brief description of differentiated math activity:**	☐ **Math differentiation option from the textbook for this lesson.** **Page _____ Activity Number(s) _____** **Brief description of differentiated math activity:** DOK Level 3 _____ or 4 _____? **and/or** ☐ **DOK Differentiated math to: Level 3 __ and/or Level 4 ___** **Brief description of differentiated math activity:**	Grade_____Standard_____ DOK Level 3 _____ or 4 _____? **Brief description of differentiated math activity:**

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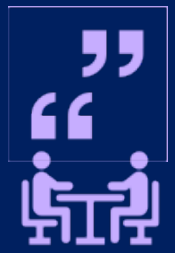
1.
Examine
the activity.

2.
Decide
if the activity is advanced.
If it is not…



3.
Advance!
-Increase complexity
-Select an advanced standard
-Choose from a supplemental source

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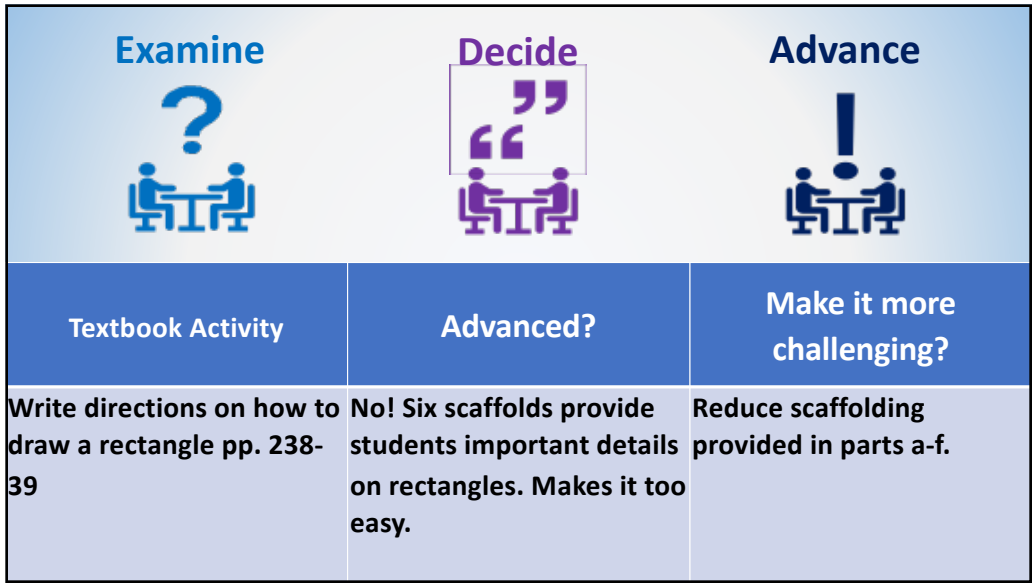

Textbook Activity	Advanced?	Make it more challenging?
Write directions on how to draw a rectangle pp. 238-39	No! Six scaffolds provide students important details on rectangles. Makes it too easy.	Reduce scaffolding provided in parts a-f.

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Curriculum Guide Differentiation Log

Differentiation for BUMP UP Students		
Content From a Supplemental Source	Differentiation of the Standard	Alternative Standard
Topic_____ Source_____ DOK Level 3 _____ or 4 _____? Brief description of differentiated math activity:	☐ Math differentiation option from the textbook for this lesson. Page 5 Activity Number(s) 30 Brief description of differentiated math activity: DOK Level 3 X or 4 _____? and/or ☐ DOK Differentiated math to: Level 3 __ and/or Level 4 ___ Brief description of differentiated math activity: Lesson 1 - Removed scaffolding	Grade____Standard_____ DOK Level 3 _____ or 4 _____? Brief description of differentiated math activity:

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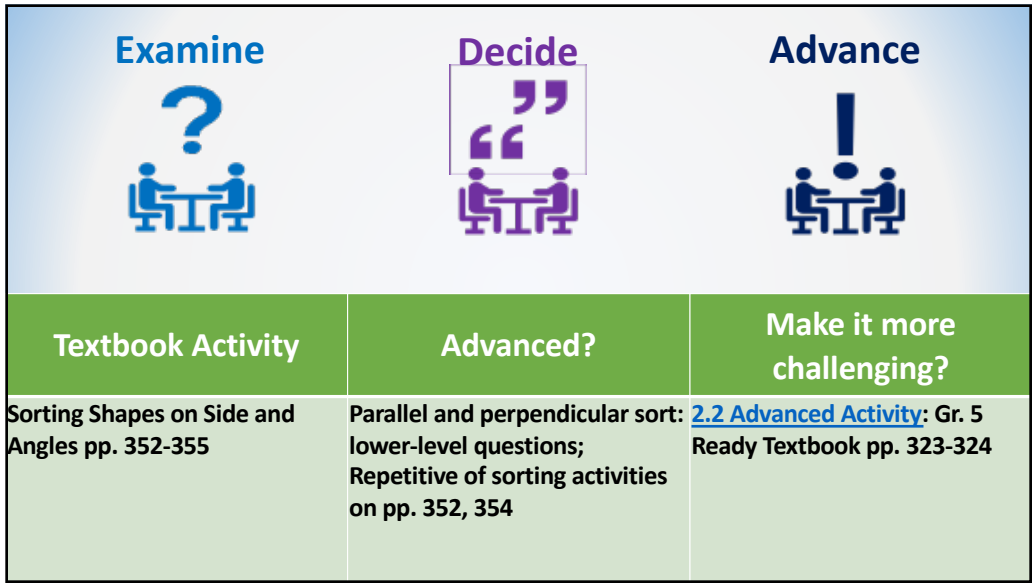

Textbook Activity	Advanced?	Make it more challenging?
Sorting Shapes on Side and Angles pp. 352-355	Parallel and perpendicular sort: lower-level questions; Repetitive of sorting activities on pp. 352, 354	2.2 Advanced Activity: Gr. 5 Ready Textbook pp. 323-324

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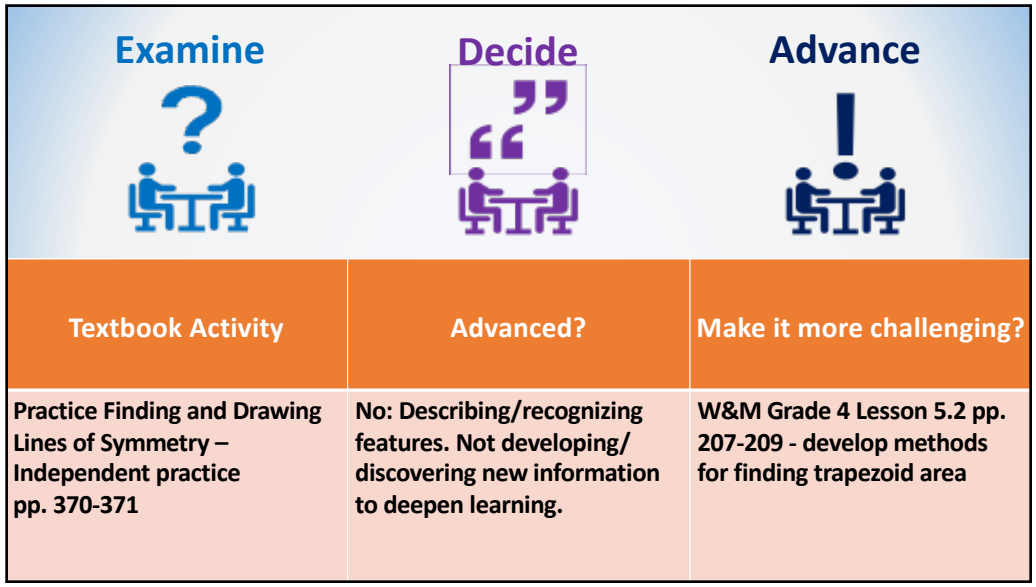
Curriculum Guide Differentiation Log

Differentiation for BUMP UP Students		
Content From a Supplemental Source	Differentiation of the Standard	Alternative Standard
Topic_____ Source_____ DOK Level 3 _____ or 4 _____? Brief description of differentiated math activity:	☐ Math differentiation option from the textbook for this lesson. Page _____ Activity Number(s) _____ Brief description of differentiated math activity: DOK Level 3 _____ or 4 _____? and/or ☐ DOK Differentiated math to: Level 3 __ and/or Level 4 ___ Brief description of differentiated math activity:	Grade 5 Standard G.2.3 DOK Level 3 X or 4 _____? Brief description of differentiated math activity: Lesson 2 - Gr. 5 Ready Textbook pp. 323-324

81



Textbook Activity	Advanced?	Make it more challenging?
Practice Finding and Drawing Lines of Symmetry – Independent practice pp. 370-371	No: Describing/recognizing features. Not developing/ discovering new information to deepen learning.	W&M Grade 4 Lesson 5.2 pp. 207-209 - develop methods for finding trapezoid area

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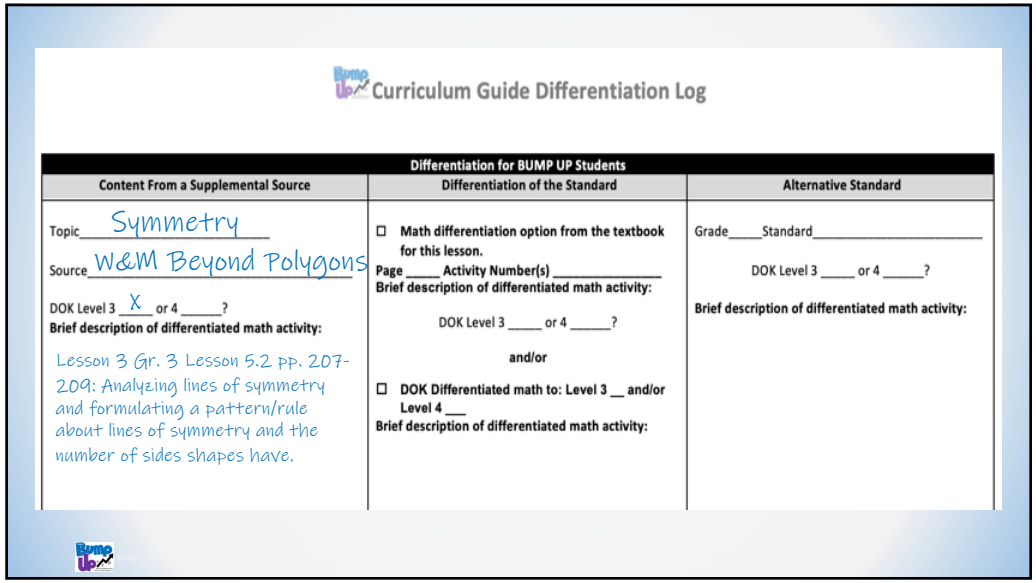

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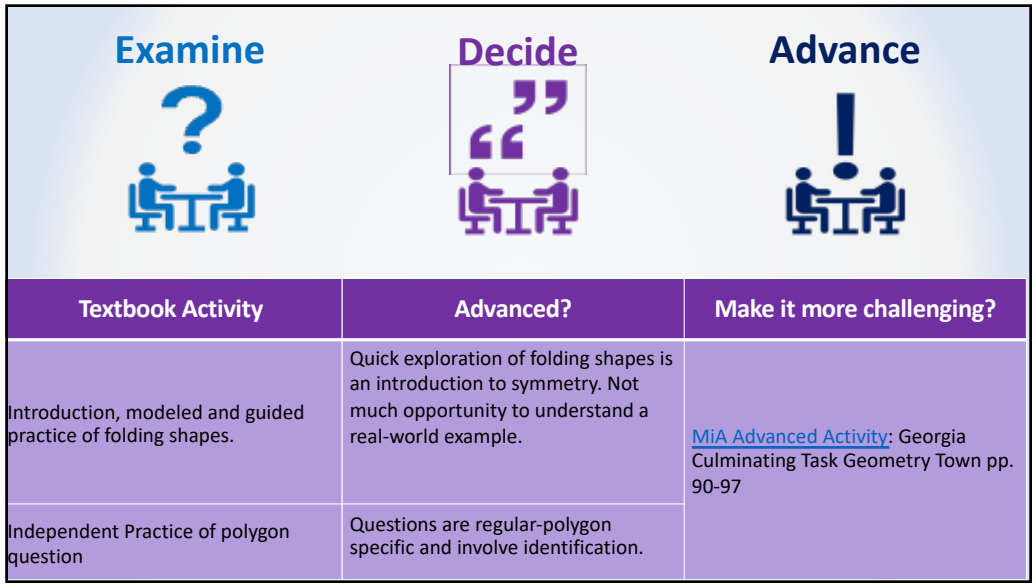

Textbook Activity	Advanced?	Make it more challenging?
Introduction, modeled and guided practice of folding shapes.	Quick exploration of folding shapes is an introduction to symmetry. Not much opportunity to understand a real-world example.	MiA Advanced Activity: Georgia Culminating Task Geometry Town pp. 90-97
Independent Practice of polygon question	Questions are regular-polygon specific and involve identification.	

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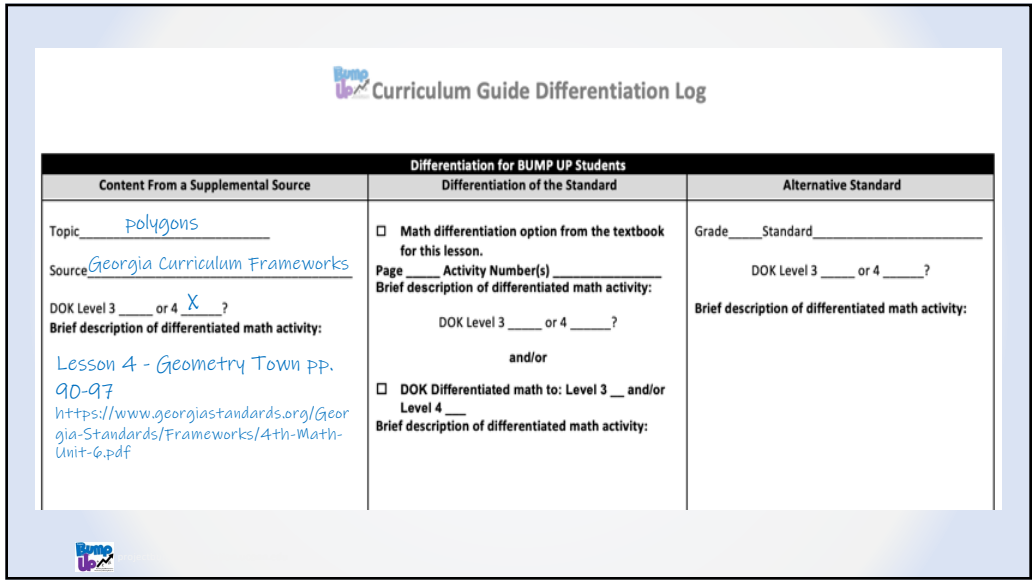

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Multiple differentiation options in one topic/unit:

Curriculum Guide Differentiation Log

Differentiation for BUMP UP Students		
Content From a Supplemental Source	**Differentiation of the Standard**	**Alternative Standard**
Topic polygons Source Georgia Curriculum Frameworks DOK Level 3 ____ or 4 X ? **Brief description of differentiated math activity:** Lesson 4 - Geometry Town pp. 90-97 https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th-Math-Unit-6.pdf Symmetry W&M Beyond Polygons Lesson 3 Gr. 3 Lesson 5.2 pp. 207-209: Analyzing lines of symmetry and formulating a pattern/rule about lines of symmetry and the number of sides shapes have.	☐ **Math differentiation option from the textbook for this lesson.** **Page** 5 **Activity Number(s)** 30 **Brief description of differentiated math activity:** DOK Level 3 X or 4 ____ ? **and/or** ☐ **DOK Differentiated math to: Level 3 __ and/or Level 4 ___** **Brief description of differentiated math activity:** Lesson 1- Removed scaffolding	Grade 5 Standard G.2.3 DOK Level 3 X or 4 ____ ? **Brief description of differentiated math activity:** Lesson 2 - Gr. 5 Ready Textbook pp. 323-324

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Thank you!

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Interested in sharing what your district does for subject-specific acceleration?

- The National Center for Research on Gifted Education is conducting a research study to document and disseminate information on how school districts implement subject acceleration. We would like to conduct online interviews (~ 1 hour) with knowledgeable administrators from **school districts** who have systematic procedures in place for subject acceleration. **Scan the QR code** or contact Catherine Little at catherine.little@uconn.edu to learn more.

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NATIONAL CENTER FOR RESEARCH ON GIFTED EDUCATION

Seeking schools interested in doing acceleration better?

NCRGE is seeking schools serving grades 2-5 interested in ***FREE PROFESSIONAL LEARNING OPPORTUNITIES*** and ***assistance in making acceleration decisions***.

ncrge.uconn.edu/acceleration

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You can assist in the creation of the new

Renzulli Executive Functioning Scale

Grade 4-8 students will assess their…

1. ability to start tasks (e.g., I like starting new things),
2. ability to stay on task (e.g., I finish what I start)
3. organization (e.g., My desk is cleaned and organized)
4. awareness of strengths and weaknesses (e.g., I know what I can do well)
5. self-advocacy (e.g., I am not afraid to stand up for myself)
6. ability to collaborate (e.g., I work well with others)
7. awareness of ability to manage emotions (e.g., I can calm myself down when I am upset.)

Parents – **s.uconn.edu/refs**

Teachers – **s.uconn.edu/renzulliscale**

Parent Code

Teacher Code

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Join us May 19-21, 2024
The Wallace Research Symposium on Talent Development
University of Connecticut Storrs Campus

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One Day Virtual Event
Register at confratute.uconn.edu
A TASTE OF
CONFRATUTE
• DECEMBER 9, 2023 - RESPONDING TO SOCIAL AND EMOTIONAL NEEDS AND UNDERACHIEVEMENT
• FEBRUARY 10, 2024 – CREATIVITY
• APRIL 20, 2024 – TWICE EXCEPTIONALITY AND NEURODIVERSITY

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