

ODE Javits Project: I-GET-GTEd  
Teacher Module

**Then and Now**

What have you been doing AND how can you adjust to meet the needs of gifted learners?

What you did then	Differentiate for all learners now
Lecture with class discussion	<ul style="list-style-type: none"> <li>• Higher level questioning techniques and Bloom's taxonomy verbs for questioning</li> <li>• Ability groups for discussion</li> </ul>
Reading groups	<ul style="list-style-type: none"> <li>• Cross grade groupings</li> <li>• Groupings based on assessed reading level or interest</li> <li>• Flexible grouping</li> </ul>
Practice worksheets	<ul style="list-style-type: none"> <li>• Do the most difficult 5 problems with 80% accuracy. This allows students to do something else (agendas, choice boards, independent project)</li> <li>• Think-aloud paired problem solving</li> <li>• Learning centers with hands-on practice activities</li> </ul>
Novel study	<ul style="list-style-type: none"> <li>• Alternative grouping based on specific skill strength, need or interest</li> <li>• Allow for choice in novel selection within teacher parameters</li> <li>• Cubing</li> <li>• Bloom's taxonomy verb activity</li> <li>• Extension activities might include a related non-fiction book study</li> <li>• Tic-Tac-Toe menu</li> </ul>
Science lab	<ul style="list-style-type: none"> <li>• Tiering</li> <li>• Alternate product/assessment</li> </ul>
Social studies unit	<ul style="list-style-type: none"> <li>• Tiering</li> <li>• Tic-tac-toe menu</li> <li>• Field trips with extensive preparation</li> </ul>
Math lesson	<ul style="list-style-type: none"> <li>• Most difficult first followed by the compactor</li> <li>• Increase number of hands-on activities</li> <li>• Accept alternate solution styles</li> </ul>
Math unit	<ul style="list-style-type: none"> <li>• Pre-test using the unit test in textbook</li> <li>• Use the compactor</li> <li>• Allow student the opportunity for independent study</li> <li>• Move student(s) to the next chapter in the text</li> <li>• Acceleration</li> </ul>

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Learning centers	<ul style="list-style-type: none"><li>• Use Bloom's taxonomy to create more challenging choices for the learning center activities</li><li>• Allow all students access to these choices.</li></ul>
Research papers or projects	<ul style="list-style-type: none"><li>• Allow student choice of topic</li><li>• Use problem-based learning</li><li>• Use authentic/original resources</li><li>• Expert interviews</li></ul>
Spelling lists, weekly tests	<ul style="list-style-type: none"><li>• Challenge words</li><li>• Student-created dictionaries</li><li>• Student-found misspelled words in their own writing</li><li>• Pre-test with compactor for 80% accuracy</li><li>• Etymology studies (word origins)</li></ul>
Journal writing	<ul style="list-style-type: none"><li>• Provide prompt choices</li><li>• Use interest inventories</li><li>• Interactive journals – student writes then exchanges journal with another student or teacher for a back-and-forth communication</li></ul>

Teachers may be able to add their own ideas to the ideas listed here.