

Inviting Engagement and Exploration: Supporting Inquiry in ELA and Math

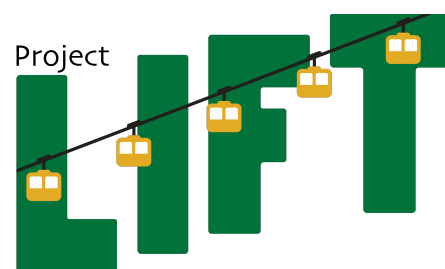
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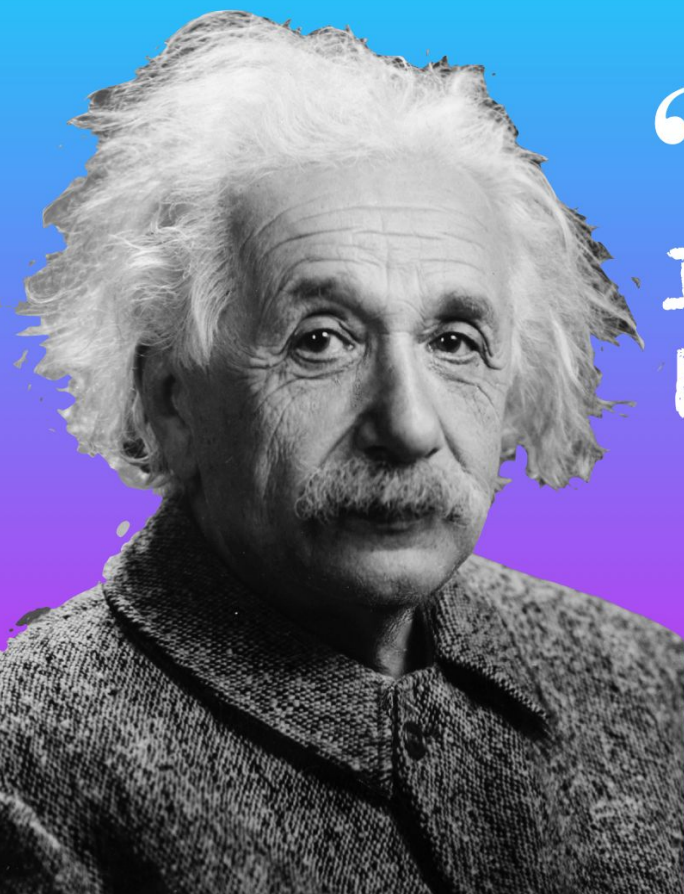
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Access Strand
Resources



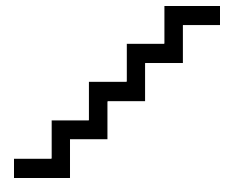
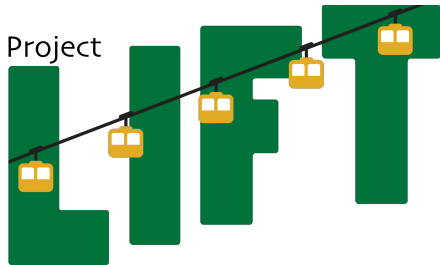
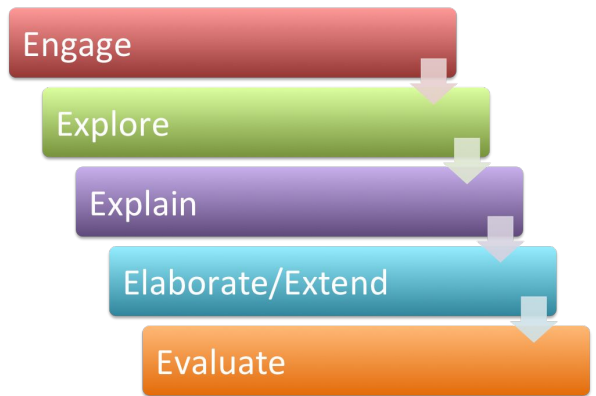
This project is supported under the Javits Gifted and Talented Students Education Program, PR/Award Number S206A170030, as administered by the OESE, U.S. Department of Education.



“ *QUOTES*

I have no special
talent. I am only
passionately
curious.

”

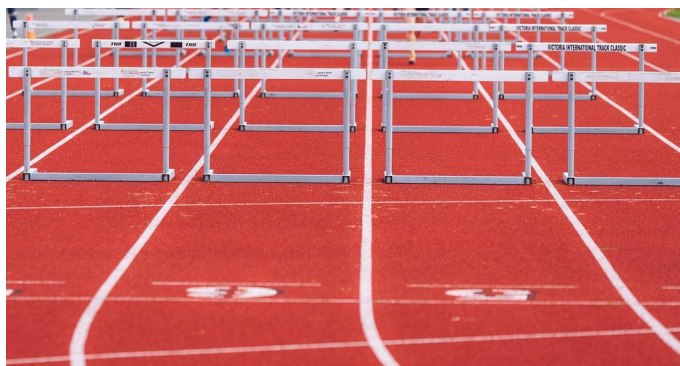


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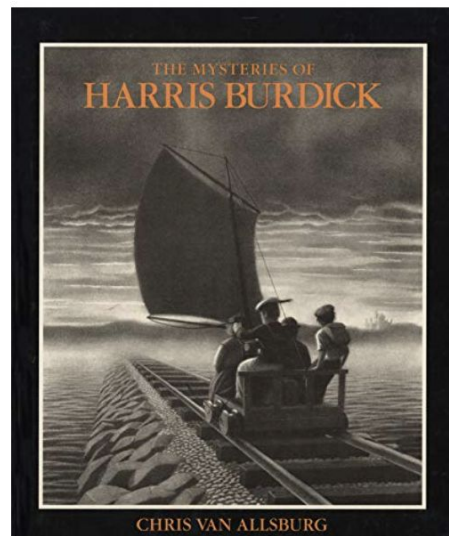


Math and Literacy Breakouts

Math Breakout

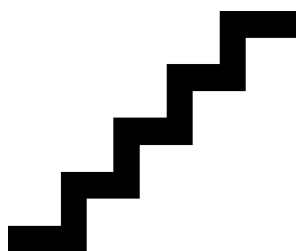


Literacy Breakout

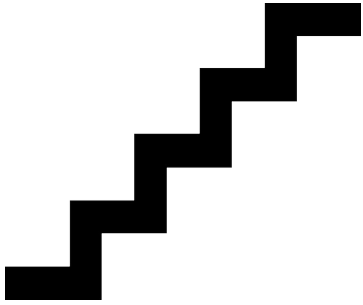


Let's Share...

Talk with your group to encapsulate - what made the *extended task* different from the *target task*?

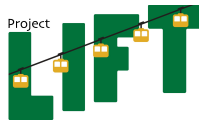


Providing Tiering Options



Types of Tiering Options to Increase Challenge

- Ask a different/deeper question
- Pose a more complicated or complex problem
- Add more or constrain the possible resources
- Introduce a different variable/perspective/context
- Invite consideration of the big ideas or patterns in play
- Engage metacognition



Deeper Types of Tasks

- *Identify* most relevant ideas and explain why
- *Define* what a concept means in context
- *Explain* how a main idea is relevant in context
- *Apply* a generalization
- *Connect* to related examples
- *Compare* perspectives on and applications of an idea, strategy, or solution
- *Encapsulate* a key point of understanding about a concept

More Complex Types of Tasks

- *Consider* additional variables
- *Compare* different perspectives or points of view
- *Imagine* how a situation would play out in a new context
- *Describe* how two examples, problems, or solutions are similar and different
- *Visualize* the problem or situation in a different context; visualize different possible solutions

Essential Understandings About Differentiation

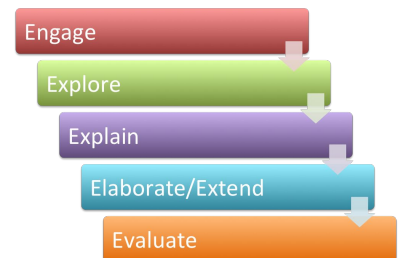
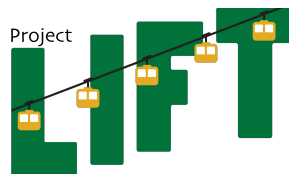
1. Differentiation is about new learning and growth.
2. Differentiation means doing something different in ways other than volume.
3. Differentiation develops deep thinking instead of quick thinking.

So What?

- Possible uses of LIFT materials
- Possible uses of LIFT strategies

What is your takeaway?

Tying it all together...



Students also turned and talked well--**they stayed on task and even asked each other questions.** They did a great job of adding details to their pictures and explaining and elaborating to me what they were drawing about.

The student who talked about the bunny was **not someone I would have expected** to be so creative.

It was a great way for students to work on talking to each other and asking questions of each other. It also really **encouraged creativity and risk taking** as there are really no wrong answers when you are drawing a picture of a fictional character.

Project Teacher Responses

The students **talked through their visualizations** and some students were even able to flip over two action cards and solve. One group read "The principal bought 2 cupcakes" and said they visualized 20 cupcakes plus 2 more making 22. Then they read Max smashed 6 cupcakes and said they needed to "counted back 6 from 22 and got 16."

One student was ... excited to **continue to challenge herself** by flipping over more than one action card at a time.

I also found the extension activity elicited **stronger discourse** between students. They were working together to take cupcakes away and then add them back. One grouping discussed that after taking cupcakes away, they did not have 20 again. They were adding the new cupcakes to the new number. One of the partners was "resetting" the pile of cupcakes and then adding the found cupcakes to it.

Instead of telling just some students who were showing high potential behaviors to flip over more than one action card, I did extend it to the whole class. I think by doing this, **I was able to see the students extend their thinking that I wouldn't have expected to do so.**

Project Teacher Responses

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