

G/T Enrichment & Extension Made Easy for Remote Learning

As you begin to design remote learning opportunities, it will be best to keep it simple when thinking about how you will accommodate gifted and talented students, as well as any other child ready for more challenges. I am recommending that you focus your thinking on one of three main resources/strategies per learning opportunity:

1. Thinking Triangles with the Four Levels of Questioning
2. Depth and Complexity and the Content Imperative
3. The Four Parallels

All of these resources focus on questioning and are not tech-heavy by design.

Each of these concepts is discussed in some depth in the following video for Texas Lesson Study:



<http://bit.ly/GTTLS20>

Thinking Triangles w/ 4 Levels of ?ing

If you would like to incorporate a thinking triangle, you can find a blank template [here](#).

A very basic triangle would go something like this (Math):

Memory: What are the basic types of triangles?

Convergent: What do all triangles have in common? How are they different?

Evaluative: What is the best type of triangle to make a strong structure? Why?

Speculative: What if triangles didn't exist? How would architecture change? Chemistry? Biology?

The point is not the triangle, but the levels of questioning. An on-level, TEKS-based learning opportunity should definitely cover Memory- and Convergent-type questions. You can advance your learning opportunity by making sure that students have lots of Evaluative- and Speculative-type questions to ponder. You may even ask them to generate some themselves.

To read more about the four levels of questioning, [see Ian Byrd's discussion](#).

Depth & Complexity + Content Imperatives

Depth and Complexity is more... deep and complex. I would recommend focusing on only 2-3 icons or imperatives for each learning opportunity you produce. The icons and imperatives are not content, but a way of approaching content linked to specific thinking skills. Here is a one-pager that gives you a rundown of each of the icons with definitions, keywords, and a sample question:

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	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?
 Trends	Social, economic, political, religious, geographic (etc.) factors that cause events to occur	Influences, Forces, Direction, Course of Action, Movement, Fashion, Group Dynamics, Winds of Change, (Pop) Culture Shift	What are the three most important societal factors that caused the collapse of the Roman Empire that we should avoid today?
 Ethics	The moral principles or implications involved or invoked in a subject; areas of controversy or argument; conceptions of right and wrong	Values, Morals, Bias, Discrimination, Prejudice, Wisdom, Harm, Judgement, Gray Areas, Justice, Ideology, Debate	Is the behavior of the hyenas in <i>The Lion King</i> morally excusable or at least understandable?
 Big Idea	The unifying theory or generalization that best fits a subject; the main idea or theme; what a subject has to say about topics both abstract and concrete	Drawing Conclusions, Summarize, Theorize, Principle, Argument, Takeaway, So What?	How might you argue for or against Borges' statement that "the only possible revenge is forgetfulness"?

Based on the work of Sandra Kaplan
Clint Rodriguez / @GTrodG1 / clintonrodriguez@gmail.com
FREE FOR EDUCATORS

<http://bit.ly/GTDCR11>

To complete your G/T-focused portion of the learning opportunity design using the icons I would recommend approaching it like this:

TEK	Icon(s) or Imperative(s)	Questioning
What is the on-level standard?	What lenses do I want my students to approach this content with?	What questions can I formulate based on the icons for my students to ponder?
KSS(b)(2)(B) Identify contributions of patriots and good citizens who have shaped the community.		Ethics: What is the most important requirement of "good" citizenship? What makes a "bad" citizen. Who gets to decide? Can "patriotism" be used for evil?

Here are some [more example questions](#).

It is best to explicitly incorporate the icons into the learning opportunities you're designing. You can find free high-quality versions of them [here](#). Again, only focus on a few icons per learning opportunity and write just a few questions based on each.

As you are writing questions try to make sure that you are connecting the icon also to a higher-level thinking verb. Here's what that would look like using the multiple perspectives icon:

Non-Example	Better Example
 Describe the multiple perspectives on ____.	 Which of the multiple perspectives on ____ has the weakest evidence?

Other Depth and Complexity resources can be found at the following links:

Clint's Resource Folder - bit.ly/RodGTResources (there is a lot in here, don't get overwhelmed)

Envision Gifted - envisiongifted.com

Ian Byrd - <https://www.byrdseed.com/introducing-depth-and-complexity/>

Lisa Van Gemert - <http://www.giftedguru.com/free-downloads/> (has editable frames)

The 4 Parallels

The 4 Parallels function much in much the same way that the icons do, as a way of approaching content advanced thinking skills. [Here is a more involved cheat sheet.](#)

Please note that the first parallel (the core) will be addressed already in your main design as the core IS the standards. Then you would select one to three of the other parallels (connections, practice, identity) to address with students. A very basic subject-cycle looks like this:

Core	Connections	Practice	Identity
The Science TEKS	- How does science impact art? - How are science and math connected? - How has science shaped history?	- What do scientists do? - What vocabulary do scientists use? - What education do scientists need?	- How does science impact me and my community? - How can science be used to improve the world? - Are some types of science immoral?

[Here are some more specific examples](#) of what these types of questions would look like (they are also in the video).

Choose Your Own Adventure

You are absolutely allowed to use other resources and strategies. If you do, here are some things to keep in mind...

Is my learning opportunity helping move students along the continuum from “novice” to “eminence”?

1. What do I know?
2. How do I know that I know it?
3. What do others know?
4. What can I do with what I know?
5. What should I do with what I know?

BEGINNER → NOVICE → PRACTITIONER → EXPERT → EMINENT

Is my learning opportunity allowing for flexibility in some of the following domains?

The Equalizer

(Carol Ann Tomlinson “How to Differentiate Instruction for Mixed Ability Classrooms”)

Foundational		Transformational
More structured		More open
Simple		Complex
Fewer facets		More facets
Smaller leaps		Greater leaps
Concrete		Abstract
Slower		Quicker
Less independent		More independent

[Ian Byrd's Differentiator](#) can also be a big help when designing activities!

Thanks for all your hard work. If you have questions or need help/a thinking partner...

Email: crodriguez@esc11.net

Cell: 817.939.4190