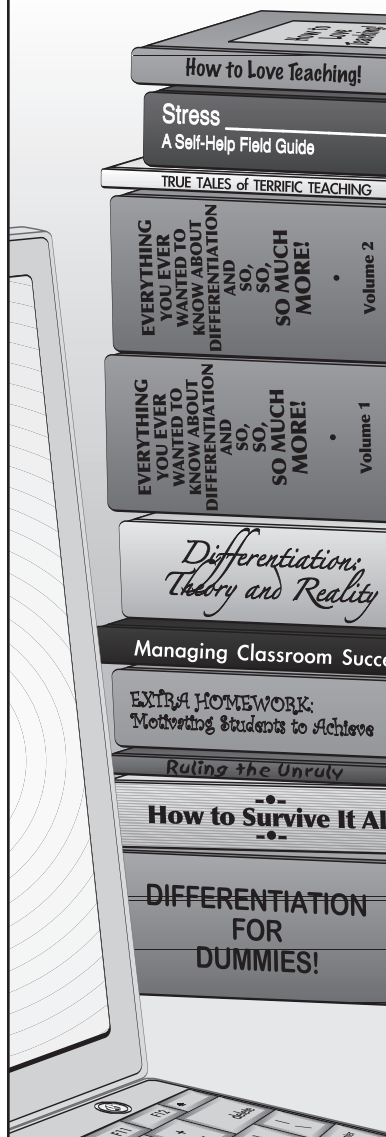


**Maryland
Educators of
Gifted Students
Annual
Conference**

**Friday,
October 16, 2009**

High-Level Differentiation for Long-Term Learning



Dr. Bertie Kingore
www.bertiekingore.com

Professional Associates Publishing

PO Box 28056

Austin, TX 78755-8056

Toll free phone/fax: 866-335-1460

www.kingore.com

SOCIAL STUDIES: TIERED THINKING PROMPTS—TIER 1



KNOWLEDGE

1. Match the _____.
2. State the definition of _____.
3. What was the year that _____?
4. Name the populations that _____.
5. List three geographic characteristics of _____.
6. Name two explorers discussed in this chapter.

COMPREHENSION

1. Locate _____ on the map.
2. Paraphrase how _____.
3. State in your own words what _____ means.
4. Read the graph/table, and select _____.
5. Discuss the reasons for _____.
6. Explain the conflict that _____.
7. Discuss the resources of _____.

APPLICATION

1. Make an illustrated time line to show _____.
2. Draw a map of _____.
3. Make a graph to show _____.
4. Use an acrostic of the word FRIENDS to organize the important characteristics of friendship.
5. Illustrate the steps _____ went through to _____.
6. Make a flow chart listing the events that led to _____.
7. Using what you have learned, what other way would you plan _____?
8. Identify which natural resources from that region are used in this school.
9. Make a crossword puzzle using this information.
10. Dress a doll or draw a person to dress in native costume.
11. Make a diorama to show the information you've learned from your reading.

ANALYSIS

1. What about the typography enabled the _____ to settle in _____?
2. Tell three similarities and differences of _____.
3. How is _____ related to _____?
4. Use a Venn diagram to compare _____.
5. How would you categorize _____?

SOCIAL STUDIES: TIERED THINKING PROMPTS—TIER 2



KNOWLEDGE

1. Name the events that led to _____.
2. List the characteristics of _____.
3. Who were the main _____?
4. Find the meaning of _____.
5. Name two figures from this period.
6. When did _____ happen?

COMPREHENSION

1. How would you describe _____ to someone who has never been there?
2. Paraphrase the events leading up to _____.
3. How could you rephrase that definition?
4. Interpret this graph/table to determine _____.
5. How did that resource influence _____?
6. Discuss the reasons that _____.
7. Discuss the plight of _____ during _____

APPLICATION

1. Make a time line illustrating the series of events prior to _____.
2. Draw a map illustrating _____ and include a legend explaining your symbols.
3. What fact can you select to show _____?
4. Using what you have learned, map an alternative route for exploration.
5. Organize an opinion poll and collect data regarding _____.
6. Use the principles of economics to discuss _____.
7. How is conflict resolution applicable to sports or current events?
8. Apply pluralism to the political issue of _____.
9. Identify which natural resources have the greatest effect on today's _____.
10. What questions would you ask if you could interview _____?

ANALYSIS

1. Discuss another time this happened or might happen.
2. Discuss that event from the perspective of _____.
3. Using the past and present, predict the future of _____.
4. How can you distinguish between _____?
5. What are the relationships among _____?
6. Use a three-way Venn to compare three _____.

FRACTIONS

KNOWLEDGE

1. Point to the denominator.
2. Tell three facts about this fraction.

COMPREHENSION

1. Calculate the total of these two fractions.
2. In your own words, tell how to multiply fractions.

APPLICATION

1. Arrange these six fractions according to their value.
2. Convert these fractions into percentages.
3. How many examples of foods can you identify that illustrate fractions, such as a cracker that separates into halves?

ANALYSIS

1. In your own words, explain to someone having trouble how to determine common denominators.
2. Identify the error in this problem and explain how to correct it.
3. How many ways can you compare and contrast fractions and percentages?
4. Complete analogies and create a fraction-related analogy.

A quarter note is to music as _____ is to math.

_____ is to 1 as a nickel is to a dollar.

5. Write and illustrate a math story problem incorporating division and fractions.

SYNTHESIS

1. Design a test to determine if students understand multiplying and dividing fractions.
2. Develop a procedure to teach $\frac{1}{12}$ to a younger student.
3. Draw a flow chart explaining steps to complete this problem.
4. Illustrate how negative numbers affect this operation.

EVALUATION

1. Create five problems using fractions. Rate them according to difficulty, and defend your ratings.
2. On a scale of one to ten, judge how well you think you understand fractions. Explain why.

PARTS OF SPEECH

KNOWLEDGE

1. List the eight parts of speech.
2. Repeat the definition of _____ (any part of speech).

COMPREHENSION

1. Locate the _____ (any part of speech) in this sentence.
2. Raise your hand when you hear me read a _____ (any part of speech) _____ in this paragraph.

APPLICATION

1. Write a sentence using all eight parts of speech.
2. Write an eight-word sentence using exactly five parts of speech.
3. Substitute new adjectives for each adjective in this poem.
4. Find a sentence on the sports page that contains an adjective and an adverb.

ANALYSIS

1. Diagram a sentence that uses all eight parts of speech.
2. Which part of speech is missing from this sentence or paragraph?
3. Which parts of speech are most often used in newspaper headlines? Which are least often used?

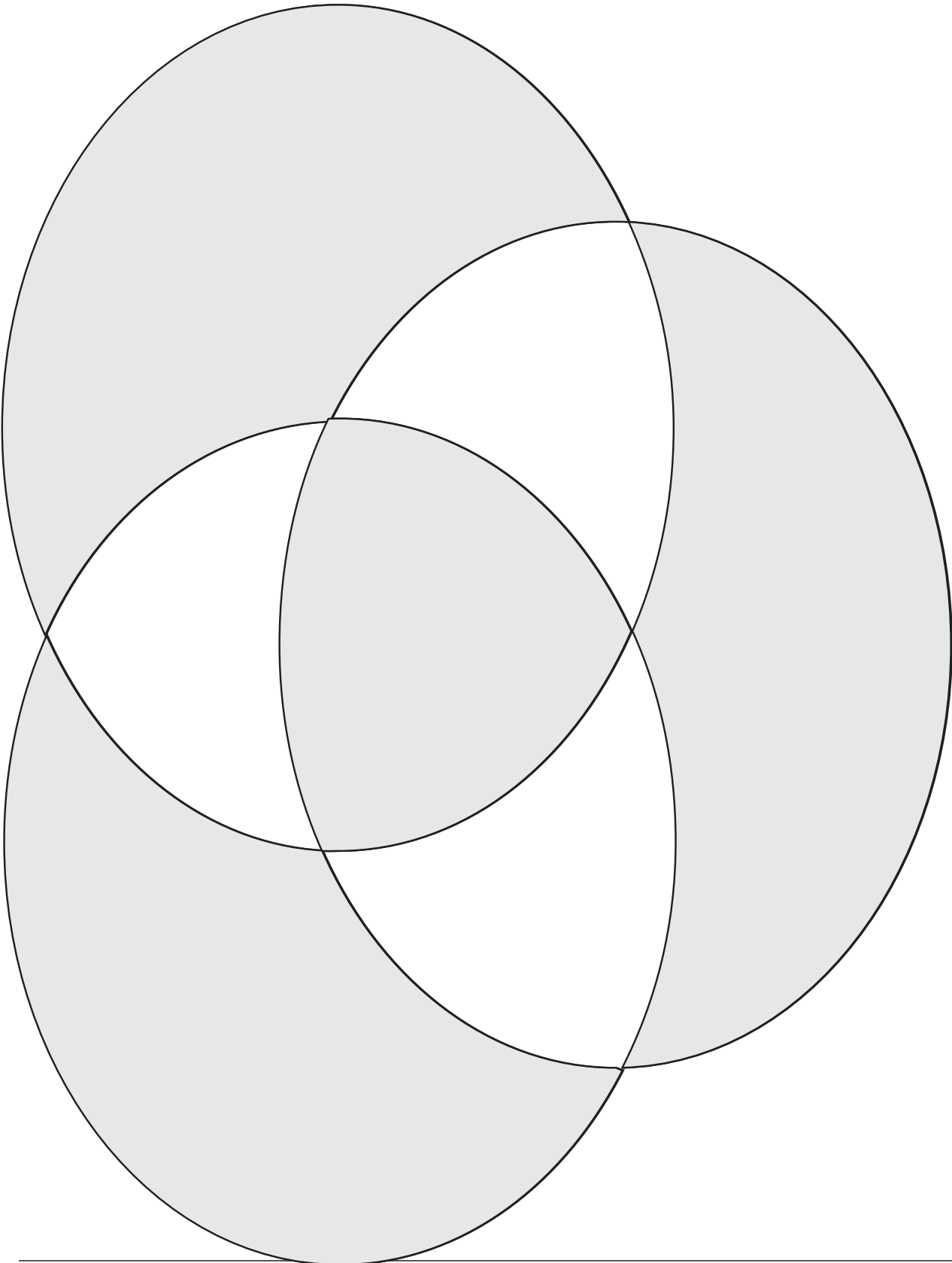
SYNTHESIS

1. Write a sentence about you that uses exactly 10 words and 19 syllables; diagram that sentence.
2. Write two 6 to 10 word sentences with different meanings that would be diagrammed the same.
3. Write an ambiguous sentence. Explain which part of speech makes it ambiguous.
4. "The dog chased the mailman." Rewrite that sentence to make it as long as you can while retaining meaning and fluency. Explain which parts of speech are most useful when elaborating.

EVALUATION

1. Debate the effectiveness of diagramming as a means to help people increase their writing ability.
2. Debate the usefulness of knowing and understanding the parts of speech.

THREE-WAY VENN



Topic Frame

TOPIC: _____

A significant point about this topic is _____

_____ .

Another important idea is _____

_____ .

Something interesting is _____

because _____

_____ .

Two key factors to remember are _____

_____ and _____

_____ .

An important person or place related to this topic is _____

_____ because _____

_____ .

Three words to remember about this topic are _____ ,

_____ , and _____ .

I relate this topic to _____

because _____

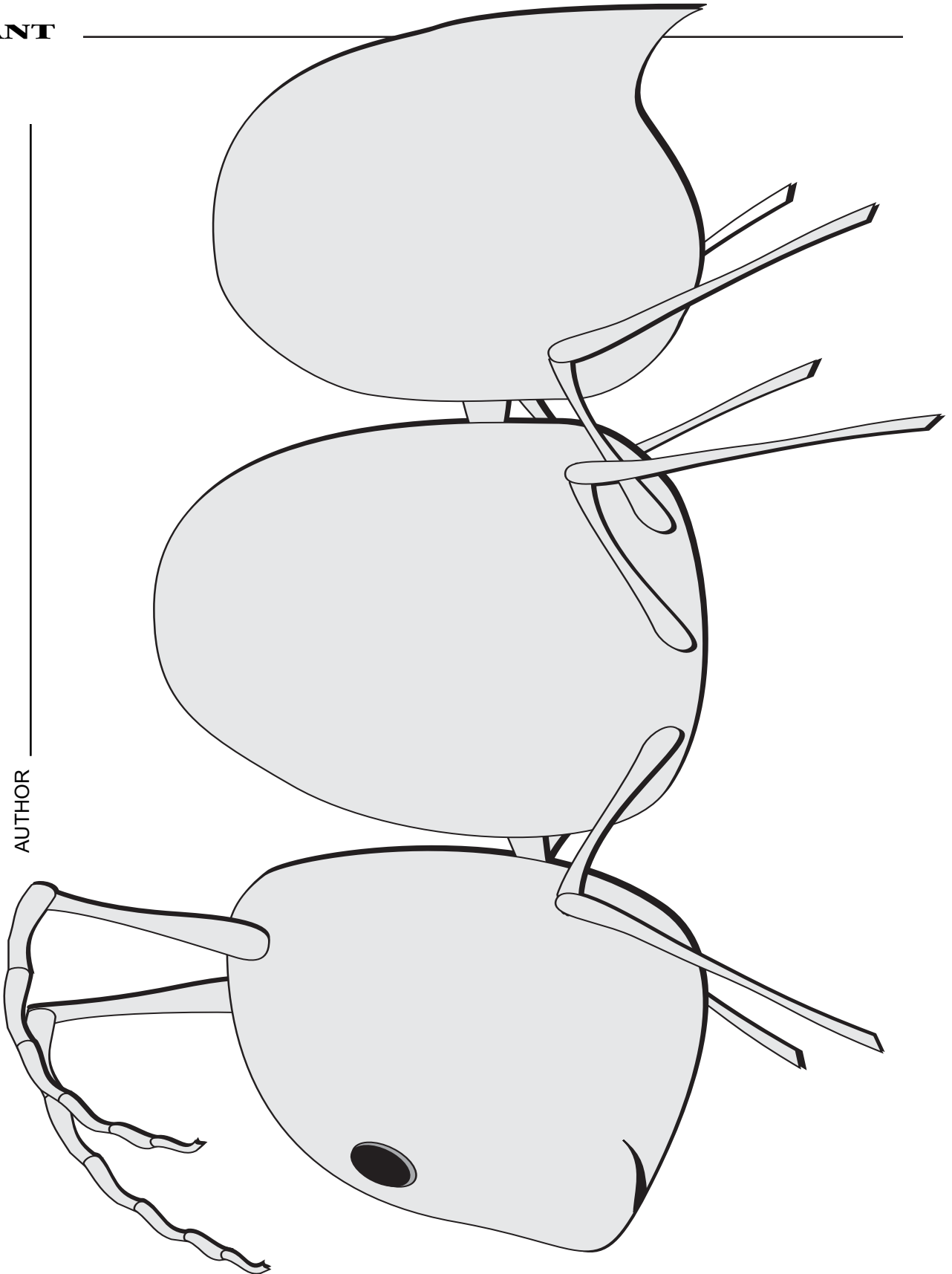
_____ .

In my opinion, _____

_____ .

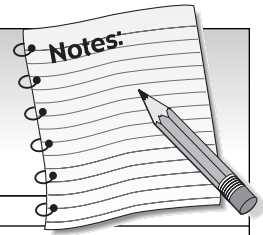
ANT

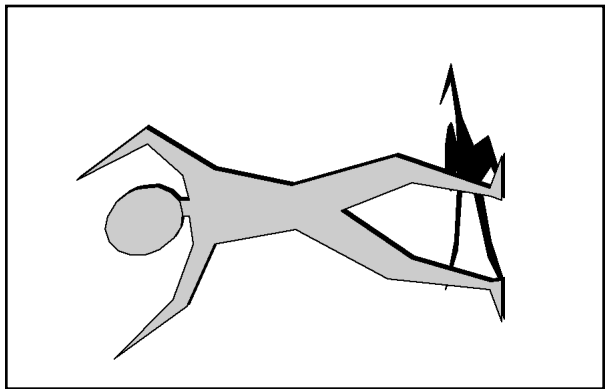
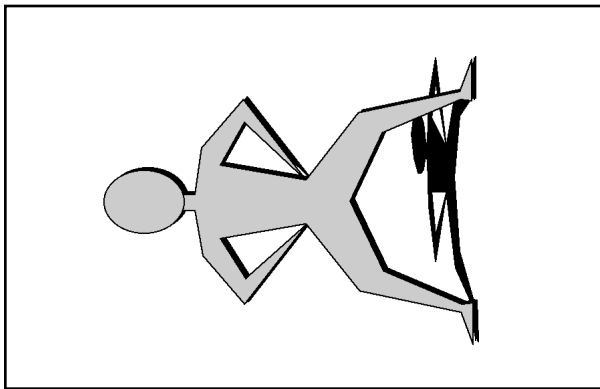
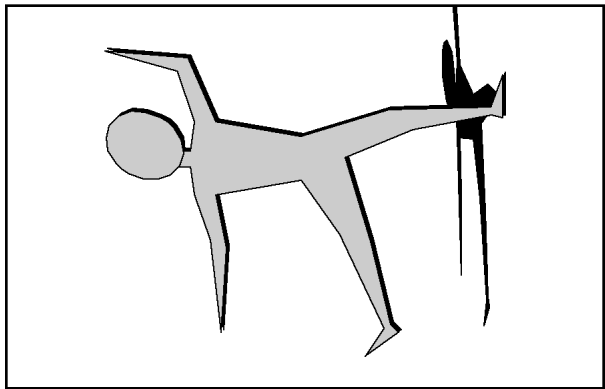
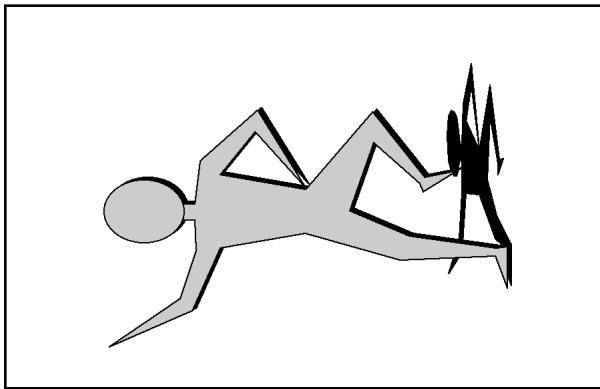
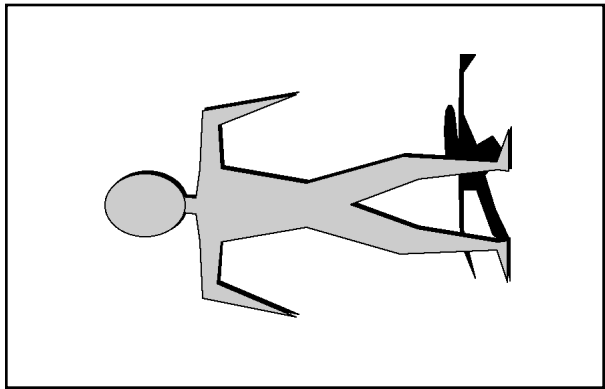
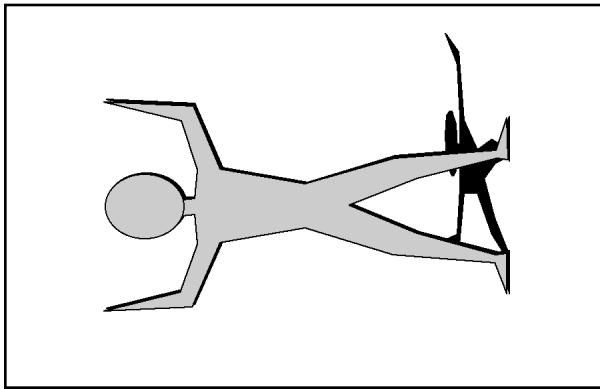
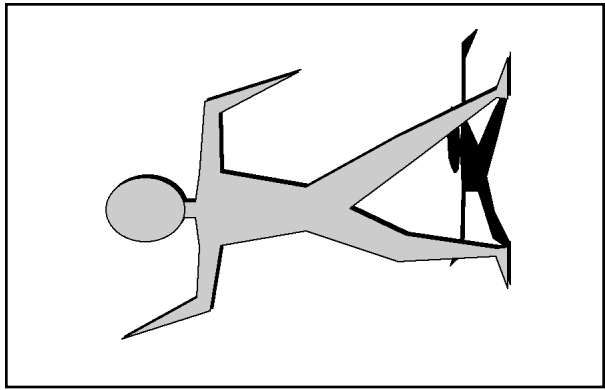
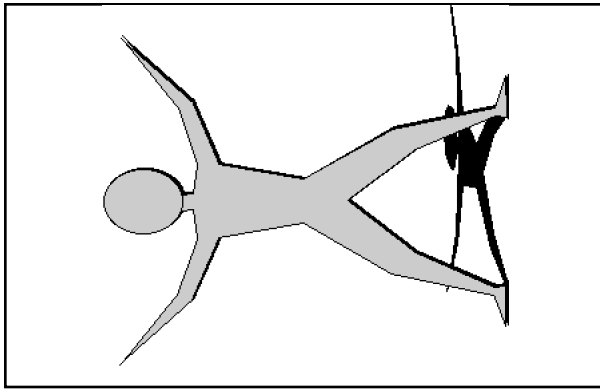
TITLE _____
AUTHOR _____



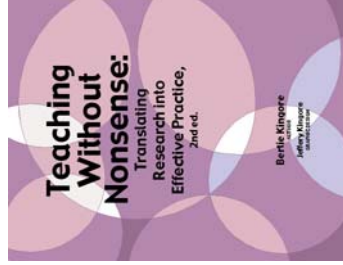
• Figure 4.14 •

<h1>Notes and Symbols</h1>	
TOPIC _____	
Notes:	Symbols:
Summary:	





RESOURCES



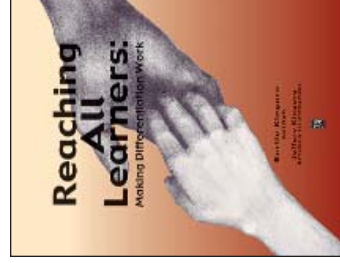
Teaching Without Nonsense, 2nd ed.



**Integrating Thinking:
Strategies that Work! 2nd ed.**



**Alphabettors: Alphabetically
Organized Thinking
Adventures**



**Reaching All Learners:
Making Differentiation Work**

Professional Associates Publishing
www.kingore.com • 866-335-1460