**Task Card-**

Group 1 - Gifted Learners

You have a folder containing a variety of ‘sample’ differentiated lesson plans and video resources. There is only one copy of each lesson in each folder, but there is a variety of lesson plans in all.

Here is the plan:

1. In your groups you have 15-20 minutes to review the lesson plans of your choice. The packets only contain one copy of each lesson plan and a wide variety of lesson plans.
2. As you review the lessons, please feel free to take photographs but please do not write on the plans (I reuse them!).
3. As you review the lessons, consider the following questions:

* **What strategies do the teachers use to support gifted learners?**
* **How do the teachers challenge students who have mastered the material prior to the unit of study?**
* **How do provide gifted students challenge but not extra work?**

1. Once everyone has had 15-20 minutes to review the lessons with these questions in mind, in your group discuss these observations, helpful methods, approaches, strategies, etc. AND your responses to the above questions.
2. As a group prepare a way to visually explain your responses to these questions to share with your peers in a museum walk.

**Task Card-**

Group 2 - Students

You have a folder containing a variety of ‘sample’ differentiated lesson plans and video resources. There is only one copy of each lesson in each folder, but there is a variety of lesson plans in all.

Here is the plan:

1. In your groups you have 15-20 minutes to review the lesson plans of your choice. The packets only contain one copy of each lesson plan and a wide variety of lesson plans.
2. As you review the lessons, please feel free to take photographs but please do not write on the plans (I reuse them!).
3. As you review the lessons, consider the following questions:

* **How do the teachers identify the varying learners’ needs?**
* **How do the teachers work to meet their students’ profiles?**
* **How do the teachers support ESL students?**

1. Once everyone has had 15-20 minutes to review the lessons with these questions in mind, in your group discuss these observations, helpful methods, approaches, strategies, etc. AND your responses to the above questions.
2. As a group prepare a way to visually explain your responses to these questions to share with your peers in a museum walk.

**Task Card-**

Group 3 - Resources

You have a folder containing a variety of ‘sample’ differentiated lesson plans and video resources. There is only one copy of each lesson in each folder, but there is a variety of lesson plans in all.

Here is the plan:

1. In your groups you have 15-20 minutes to review the lesson plans of your choice. The packets only contain one copy of each lesson plan and a wide variety of lesson plans.
2. As you review the lessons, please feel free to take photographs but please do not write on the plans (I reuse them!).
3. As you review the lessons, consider the following questions:

* **What resources (books, articles, & other media) do the teachers utilize?**
* **How do the teachers make the most of their resources and classroom spaces?**

1. Once everyone has had 15-20 minutes to review the lessons with these questions in mind, in your group discuss these observations, helpful methods, approaches, strategies, etc. AND your responses to the above questions.
2. As a group prepare a way to visually explain your responses to these questions to share with your peers in a museum walk.

**Task Card-**

Group 4 - Teaching Strategies

You have a folder containing a variety of ‘sample’ differentiated lesson plans and video resources. There is only one copy of each lesson in each folder, but there is a variety of lesson plans in all.

Here is the plan:

1. In your groups you have 15-20 minutes to review the lesson plans of your choice. The packets only contain one copy of each lesson plan and a wide variety of lesson plans.
2. As you review the lessons, please feel free to take photographs but please do not write on the plans (I reuse them!).
3. As you review the lessons, consider the following multi-faceted question:

* **How do teachers differentiate by content, process, and product?**
* **What are key resources the teachers use and/or created?**
* **What DI strategies do the teachers utilize?**
* **What teaching strategies or tasks are best for differentiation?**

1. Once everyone has had 15-20 minutes to review the lessons with these questions in mind, in your group discuss these observations, helpful methods, approaches, strategies, etc. AND your responses to the above questions.
2. As a group prepare a way to visually explain your responses to these questions to share with your peers in a museum walk.

**Task Card-**

Group 5 - Dealing with Administration

You have a folder containing a variety of ‘sample’ differentiated lesson plans and video resources. There is only one copy of each lesson in each folder, but there is a variety of lesson plans in all.

Here is the plan:

1. In your groups you have 15-20 minutes to review the lesson plans of your choice. The packets only contain one copy of each lesson plan and a wide variety of lesson plans.
2. As you review the lessons, please feel free to take photographs but please do not write on the plans (I reuse them!).
3. As you review the lessons, consider the following multi-faceted question:

* **What does administration appear to want to observe for differentiation?**
* **How do the teachers support the administrations’ understanding of what is differentiated instruction?**

1. Once everyone has had 15-20 minutes to review the lessons with these questions in mind, in your group discuss these observations, helpful methods, approaches, strategies, etc. AND your responses to the above questions.
2. As a group prepare a way to visually explain your responses to these questions to share with your peers in a museum walk.