**Differentiation by Design Workshop 5 (Remote via MS Teams): Reflection, Reading and Research Guide: Process**

**Learning intention:** to understand the power of cognitive verbs and their potential in raising outcomes for all students, including the gifted and talented.

Date: August 18, 2020 at 5.00 – 7.00pm

### Reading/viewing Guide:

Heskett, T. (2019). *Mastering academic vocabulary*, *Year 2.* Melbourne: Hawker Brownlow Education.

Heskett, T. (2019). *Mastering academic vocabulary*, *Year 6.* Melbourne: Hawker Brownlow Education.

**Best websites**

Byrdseed, I. (2020). What do I do with my early finishers? Retrieved August 13, 2020, from <https://www.byrdseed.com/what-do-i-do-with-my-fast-finishers/>

Farrall, J. (2020). Learner and Teacher Agency,
<https://www.janetfarrall.com.au/teacher-resources>

State of New South Wales, Department of Education. (2015). *Strong Start, Great Teachers, Phase 4 Differentiation*. (In MS Teams)

Queensland Curriculum & Assessment Authority. (QCAA) (2018). *Glossary of Cognitive Verbs.* <https://www.qcaa.qld.edu.au/downloads/portal/snr_glossary_cognitive_verbs.pdf>

Queensland Curriculum & Assessment Authority. (QCAA). (2019). *Primary Cognitive Verb Toolkit* <https://www.qcaa.qld.edu.au/downloads/portal/snr_glossary_cognitive_verbs.pdf>

Simmons, C. (2020). Pacing lessons for optimal learning. *Educational Leadership*. <http://www.ascd.org/publications/educational-leadership/jun20/vol77/num09/toc.aspx>

*Thinkdrive*, (2019) Queensland: ITC Publications
 <https://itcthinkdrive.com.au/>

**Essential Questions:**

1. Why is academic vocabulary important?

2. What are cognitive verbs?

3. What are cognitive verb progressions?

4. How might cognitive verbs be differentiated to meet the needs of highly able students or students struggling to meet the standard?

 J. Farrall, August, 2020