



## Advanced Academics Differentiation Record Form

### Differentiation for 4th Grade Students in the 1st Quarter

Subject Area:	Resources for Rigor	Critical and Creative Thinking Strategies (CCT)	Thinking Routines	Additional Extensions
Math		Frayer Model	Same and Different See Think Wonder	Ken Ken Puzzles 3-Act Math Tasks

#### Description:

This quarter, your student engaged in a **Three-Act Math Task**, which are problem-solving activities designed to spark curiosity and critical thinking. Each task unfolds in three parts: first, students explore an interesting scenario—often through a short video or image—and wonder what's happening. Next, they gather information, make estimates, and use math to solve the problem. Finally, the class discusses and reveals the answer, comparing strategies and solutions. These tasks make math feel real and engaging by connecting concepts to everyday situations. For this particular task, students answered the question, "How Long did it Take for the Train to Pass?"

**Harvard Project Zero Thinking Routines** are designed to deepen and make students' thinking "visible." These routines give teachers insight into how students reason, while helping students recognize and apply specific "thinking moves" in new contexts. In math, they were woven into Quarter 1 through number sense routines—quick, engaging activities that strengthen students' understanding of numbers and their relationships. Both types of routines promote flexible thinking, reasoning, and discussion. This quarter, students explored examples such as **Same and Different** and **See Think Wonder**, two Project Zero Thinking Routines that supported meaningful mathematical conversations.

ELA		Frayer Model Overarching Concepts	See Think Wonder Think, Pair, Share	
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#### Description:

**Frayer Models** are a graphic organization tool that allows students to dig more deeply into vocabulary or concepts taught in class. Frayer Models break thinking into four parts (typically: definition, characteristics, examples, and non-examples) and can be adjusted to fit different needs in math, science, etc.

This quarter, students engaged in the Critical and Creative Thinking Strategy, **Taba Concept Development Model**. In the Taba Concept Development Model, students generated, sorted, labeled, and made generalizations about the concept of power. Then, throughout the quarter, they continued to connect examples of "power" through their reading on the Middle Ages (and across discipline areas!).

Science		SEM-R Questions Depth & Complexity		STEMScopes Extensions
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**Description:** **SEM-R bookmark questioning** strategies were used to engage students with higher order thinking during discussions around science read alouds.

Social Studies		Project Based Learning		Teacher Created Extension
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#### Description:

4th graders participated in a performance task project where they answered the question, *How can I use mapmaking to show how Virginia's physical geography and regional features have shaped its history and identity?* Using their knowledge of the physical features of Virginia, students created a hand-drawn map and wrote brief descriptions of the colors, shapes, symbols, and features they included on their map as they relate to Virginia's geography and history.

Students were given the option to participate in an option novel study using the book *Blood on the River* to extend their understanding around Jamestown.

Specials/SEL		FFOE Mind Mapping Habits of Mind	See Think Wonder	
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#### Description:

**Library:** This quarter in library, 4th graders are beginning a yearlong journey in nature journaling. Students have participated in several sessions that combine observation with creative thinking, using strategies like **mind mapping** and **thinking routines** such as **See, Think, Wonder** and **I Notice, I Wonder, It Reminds Me Of**. Throughout the school year, this nature journaling initiative will continue with the goal of helping students become more observant, detail-oriented, and deeply connected to the world around them.

**SEL/Homeroom:** 4th graders used the **CCT strategy FFOE**—Fluency, Flexibility, Originality, and Elaboration—to brainstorm characteristics of an ideal classroom. Their ideas were then used to collaboratively create a class motto.

**Music:** **Harvard Project Zero Thinking Routines** deepen students' thinking and help make that thinking "visible." During the first quarter, 4th graders regularly utilized the thinking routine "**Think, Pair, Share**" to discuss various topics such as reading the rhythm patterns and during "**Hear, Think, Wonder**" activities. 4th graders also used the thinking routine "Hear, Think, Wonder" with introductions to new music or during listening activities. Advanced musicians were also given opportunities to be peer models and leaders during lessons and to perform in small groups. (Ms. Haserodt)

**Visual Arts:** Fourth Graders are deep in a unit on Landscape. We began with learning how to create three-dimensional space on a two-dimensional picture plane. Students gained an understanding of the unique roles of the foreground, middle ground and background. They also can identify the horizon line and tell how its placement will impact the space in the landscape. We went outside and created observation drawings of the Glebe grounds. We are now working on color mixing, combining the 12 pure colors of our color wheel with green and brown. All this will be brought together in a final painting. This unit offers students concrete principles to build their art practice and offers a lot of flexibility for personal expression. (Ms. Westergren and Ms. Lewis)