



Advanced Academics Differentiation Record Form

Differentiation for 5th Grade Students in the 1st Quarter

Subject Area:	Resources for Rigor	Critical and Creative Thinking Strategies (CCT)	Thinking Routines	Additional Extensions
Math	A3: Awesome Advanced Activities	Project Based Learning	Same and Different See Think Wonder	Groundworks Challenge 24 Game Open Middle Rich Math Task

Description: **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.

Fifth graders participated in a **project-based learning** activity where they planned a pretend vacation with a \$2,500 budget. After choosing a destination, they used provided info cards to select travel details such as flights, rental cars, hotels, number of travelers, and trip length. Students estimated and calculated total costs, adjusted for surprise changes like discounts or additional guests, and determined whether they stayed within budget. They also divided the total cost among travelers to apply their division skills in a real-world context.

For Unit 2, 5th graders were provided a variety of activities to extend their understanding of prime and composite numbers, computation and estimation and order of operations. Activities included an array of **Groundworks** extensions, **Open Middle Tasks**, **Challenge 24** and **Project A3: Awesome Activities**.

ELA/Social Studies	DBQ- Mini Q for Literature	FFOE Frayer Model Depth & Complexity Overarching Concepts Plus, Minus, Interesting Socratic Seminar	Think, Pair, Share See Think Wonder Creative Question Starts I Used to Think... Now I Think... Headlines Values, Identities, Actions	
---------------------------	-----------------------------------	---	---	--

Description: 5th graders kicked off the first quarter with a **Document Based Questioning (DBQ)** unit: The Maya—What was their most remarkable achievement? In this unit, students analyzed documents about Mayan advancements—such as their number system, architecture, calendar, and trade network— and used evidence to make an argument. They engaged in historical inquiry, learning to weigh each achievement using four "measuring sticks" of remarkableness: scale, effort, genius, and significance. Before solidifying their decision, students engaged in a **Socratic Seminar** to discuss their choices with classmates and then write a paragraph explaining their decision.

Unit launches can spark curiosity, activate prior knowledge, foster student inquiry and discourse, consider multiple perspectives, and cultivate a collaborative culture. The launches this quarter utilized the **Project Zero Thinking Routines** Creative Question Starts, Values, Identities, Actions and Headlines.

Science			See Think Wonder Think, Pair, Share	STEMscopes Extensions
----------------	--	--	--	-----------------------

Description: In Science, the APS-provided resource, STEMscope, contains enrichment and extension activities throughout each unit. In addition, the **thinking routines** "See, Think, Wonder" and "Think, Pair, Share" were utilized regularly to enage students in discussion about various science topics from Q1.

Specials/SEL		FFOE Habits of Mind	See Think Me We	Breakout EDU Teacher Created Extension
---------------------	--	---------------------	-----------------	---

Description:

SEL/Homeroom: Early in the quarter, 5th graders used the FFOE (Fluency, Flexibility, Originality and Elaboration) Strategy to brainstorm words that described their identity, create symbols based off their words and design a flag to represent their identities.

Library: Fifth graders participated in their first Breakout EDU Escape Room, an activity designed to strengthen **Habits of Mind** such as Persistence, Thinking Flexibly, and Thinking Interdependently. Working collaboratively, students applied these habits to solve a series of puzzles and successfully "break out." Additionally, they engaged in the **Project Zero Thinking Routine** See Think Me We to explore and discuss the theme of a Pixar short film.

Vocal Music (Ms. Haines): 5th graders used **Habits of Mind** this quarter, exercising flexibility by learning to participate in 5th grade Chorus. We cooperate to sing in a group and learn to bring out our harmony parts to show independence and leadership. In General Music, we listen to different performances to develop our abilities to listen with empathy and understanding. We also work together to identify the genre and other aspects of the music, incorporating past knowledge to identify musical describing words.

Instrumental Music (Band and Orchestra-- Ms. Gibson): 5th grade instrumental students used the **Habits of Mind** to learn to **persist** by practicing challenging rhythms slowly and steadily. They also work on managing impulsivity by waiting for the conductor's cue and thinking through fingerings or rhythms before they play. Together, these habits help them develop stronger focus and confidence as musicians.

Art (Ms. Lewis and Ms. Westergren): 5th grade students are creating Sculptural Boxes that depict a "happy place". This project has natural challenges through the amount of layers that the student uses to illustrate their place. They have the freedom to choose their materials which can also add more rigor to the project.

Students can also extend their learning in Art Class through open-ended sketchbook prompts that challenge them to think through their ideas in different ways and through a medium of their choice.