



Advanced Academics Differentiation Record Form

Differentiation for 1st Grade Students in the 2nd Quarter

Subject Area:	Resources for Rigor	Critical and Creative Thinking Strategies	Thinking Routines	Additional Extensions
Math	M2: Exploring Shape Games M2: Exploring Number Games		Same and Different	Exemplars
<p>Description: This quarter, your child engaged in enriched and hands-on math experiences designed to deepen reasoning and support individual learning needs. Students worked through Project M²: Exploring Shape Games, a gifted extension unit that promotes inquiry, problem solving, and mathematical communication. Through storytelling and guided challenges, they discovered properties of two-dimensional shapes by exploring and testing ideas rather than memorizing definitions. This helped them develop strong spatial-sense skills and an understanding of relationships among shapes. Students also acted as "geometry game testers" for characters Imi and Zani, applying new learning in creative, real-world tasks. To extend thinking further, first graders used thinking routines such as Same and Different during daily number sense routines and participated in a rich problem solving task called "Lynn's Ladder" to demonstrate flexible problem solving, explain their reasoning, compare strategies, and build deeper mathematical connections. These differentiated experiences supported advanced questioning, flexible thinking, and the ability to transfer understanding across new mathematical situations.</p>				
ELA		Frayer Model Analogies FFOE Plus, Minus, Interesting	Think, Pair, Share See Think Wonder Same and Different	
<p>Description:</p> <p>Unit launches can spark curiosity, activate prior knowledge, foster student inquiry and discourse, consider multiple perspectives, and cultivate a collaborative culture. This quarter your student engaged in Project Zero Thinking Routine Same and Different to launch both CKLA units for the quarter.</p> <p>Framer 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 your student engaged in Frayer Models related to content vocabulary during CKLA.</p> <p>Higher-Order Thinking Prompts are routines and strategies that add rigor to ELA standards and align to ELA units. The prompts may be embedded in whole-group instruction, small-group discussions, or used during independent practice. This quarter your student participated in a variety of HOT prompts for the CKLA Units: Different Lands, Similar Stories and Early World Civilizations.</p> <p>Critical and creative thinking strategies are infused into the curriculum in APS. This quarter students were introduced to CCT choice boards relating to their ELA units on Different Lands, Similar Stories and Early World Civilizations. The choice boards are designed to increase voice, choice, and deepen understanding of grade-level content. Some of the strategies from this quarter's choiceboards include</p>				
Science		Depth & Complexity	See Think Wonder Think, Pair, Share	
<p>Description: Students used various visible thinking routines and creative thinking strategies to encourage thinking like engineers and applying learning about physical properties, motion and sound.</p>				
Social Studies		Depth & Complexity Project Based Learning	See Think Wonder Think, Pair, Share	
<p>Description: This quarter, your child explored key geography skills by learning how maps help us understand and navigate the world. Students created their own simple maps, including a title, a map legend, and a compass rose. After designing their map, they practiced using content vocabulary—such as north, south, route, symbol, and destination—to explain how to get from one place to another. Students shared their maps with partners or small groups, strengthening communication skills and learning to describe directions clearly. To extend their thinking, students answered the question, "How can maps help me get where I need to go?", providing examples and details to support their ideas.</p>				