



Advanced Academics Differentiation Record Form

Differentiation for 4th Grade Students in the 2nd Quarter

Subject Area:	Resources for Rigor	Critical and Creative Thinking Strategies (CCT)	Thinking Routines	Additional Extensions
Math	<i>M3: Factors, Multiples, and Leftovers</i> <i>M3: Getting Into Shapes</i>	Frayer Model	Same and Different See Think Wonder	Ken Ken Puzzles 3-Act Math Tasks Teacher Created Extension
<p>Description: This quarter, your child engaged in enriched math experiences designed to extend problem solving and deepen conceptual understanding. Fourth graders worked through Project M³: Factors, Multiples, and Leftovers, an advanced unit created for mathematically talented learners. Through real-world style investigations, students explored a wide range of multiplication and division situations, analyzed patterns, and examined the relationships between factors, multiples, and remainders. These tasks supported strong number-sense development and encouraged students to think like mathematicians by testing conjectures and justifying their reasoning. To further extend thinking, students used Harvard Project Zero routines, including Same and Different and See-Think-Wonder, to compare representations, notice structure, and explain mathematical choices. These routines promoted flexible reasoning and rich mathematical discussion. Students also participated in the Tang Math Thanksgiving Bingo Tournament, solving multi-step problems in a fast-paced, collaborative setting.</p>				
ELA	<i>Jacob's Ladder Reading Comprehension</i>	Frayer Model Overarching Concepts Mind Mapping	See Think Wonder Think, Pair, Share	Teacher Created Extension
<p>Description: This quarter, your child engaged in literacy experiences designed to deepen comprehension, strengthen vocabulary, and support higher-level thinking. Students used Frayer Models to explore key vocabulary, examining definitions, characteristics, examples, and non-examples to build a stronger understanding of academic language. One main focus was The Wild Robot novel study, where students analyzed character development, themes, and author's craft through discussion and written responses. Students also created a mind map of a chosen character, using text evidence to show relationships, traits, changes over time, and important moments in the story. This visual representation helped students organize complex ideas and make deeper inferences. As a finished product of the novel study, students created an in-depth character analysis poster.</p>				
Science		SEM-R Questions Depth & Complexity	See Think Wonder Think, Pair, Share	STEMscopes Extensions
<p>Description: SEM-R bookmark questioning strategies were used to engage students with higher order thinking during discussions around science read alouds for their Oceans Unit as well as Sun, Moon and Stars.</p>				
Social Studies		Project Based Learning		Teacher Created Extension
<p>Description: As part of Unit 5, students analyzed and compared the motivations of Patriots and Loyalists by examining both primary and secondary sources. Instruction was differentiated as needed through whole-group, small-group, or individual support. Students used use a decision-making model to help them evaluate the costs and benefits of joining the Patriots versus remaining loyal to Britain. After analyzing the sources, students created a final product that explained their decision.</p>				
Specials/SEL		FEOE Mind Mapping Habits of Mind	See Think Wonder Think, Pair, Share Hear, Think, Wonder	Teacher Created Extension
<p>Description:</p> <p>Vocal Music: This quarter, your child engaged in a variety of musical experiences designed to build confidence, strengthen listening skills, and extend musical understanding. Students had the opportunity to perform for classmates during our December in-class "talent show," allowing them to showcase their skills and develop stage presence in a supportive setting. During recorder instruction, students who demonstrated proficiency were provided with advanced content, including additional notes and more complex rhythms to further challenge their musical growth. We also used the Harvard Project Zero routine "Hear, Think, Wonder" during listening lessons to help students describe what they heard, make connections, and develop deeper musical interpretation skills. Throughout our lessons, students were encouraged to take leadership roles by serving as peer models, assisting others, and performing in small groups. These opportunities helped your child build musical independence, collaboration, and confidence as a developing musician.</p> <p>Visual Arts: Every Glebe Fourth Grader is creating their own unique set of trading cards. Students learned a brief history of trading cards and discussed their personal experiences with collecting trading cards. Five general topics were introduced, Creatures/Characters/Places/Games/and Gadgets. Students were encouraged to choose a theme for their cards related to one of these topics. (It was acknowledged that there was a lot of overlap between the topics.) Students had a lot of flexibility when choosing their theme and can extend the use of their cards beyond just trading to be part of a game, etc. Students were encouraged to see each small card as a work of art, with their ideas well drawn and thoughtfully colored. This project incorporates design principles such as balance, proportion, repetition, variety, and unity. Each student is making cards for themselves and cards that will be traded with other students. A folded paper accordion style portfolio was created to house the set of cards. A trading day will be held when the cards are completed.</p>				