



Advanced Academics Differentiation Record Form

Differentiation for 5th Grade Students in the 2nd Quarter

| Subject Area: | Resources for Rigor | Critical and Creative Thinking Strategies (CCT) | Thinking Routines | Additional Extensions |
|---|---|--|--|--|
| Math | A3: Awesome Advanced Activities M3: Our Environment Matters M3: At the Mall with Algebra | | Same and Different | Math Dice Groundworks Challenge 24 Game Rich Math Task |
| <p>Description: This quarter, your child engaged in math experiences designed to extend algebraic reasoning and strengthen problem-solving skills. Fifth graders worked with Project M³: At the Mall with Algebra, where they represented and analyzed mathematical situations using variables, equations, and symbolic expressions. Through real-world investigations, students developed a deeper understanding of equality, equivalent expressions, and how variables can show both changing quantities and unknown values. Students also completed their first differentiated math menu, which included a project-based learning task from M³: Our Environment Matters, exploring city planning while applying fraction, decimal, and percent equivalencies. To further enrich learning, students engaged in Project A³ Advanced Activities, which build critical and creative reasoning through interactive, game-based challenges. A highlight was What's on My Back?, a strategy game that required purposeful questioning and justification of thinking. Students also learned to play Math Dice, combining operations to reach a target number and strengthening mental math and flexible strategy use.</p> | | | | |
| ELA/Social Studies | <i>The DBQ Project</i> | Socratic Seminar Depth & Complexity Frayer Model SEM-R Questions Mind Mapping Encapsulation Plus, Minus, Interesting | Color, Symbol, Image Same, Different, Connect, Engage Options Explosion Compass Points Parts, People, Interactions | |
| <p>Description: This quarter, your child engaged in rich literacy experiences designed to deepen reasoning, strengthen writing, and encourage thoughtful discourse. Fifth graders completed a Document-Based Question (DBQ) unit exploring the investigation: Asoka—Ruthless Conqueror or Enlightened Ruler? Students analyzed multiple historical documents, used a T-Chart to organize evidence, and participated in a Socratic Seminar before writing a multi-paragraph essay defending their position. To activate curiosity and support multiple perspectives, our unit launches incorporated Project Zero Thinking Routines, helping students ground their observations in evidence. Students also participated in a novel study, selecting a book written in verse and responding through a Book Study Journal. Their journals included CCT strategies—such as SEM-R Questions, Frayer Models, Encapsulation, Mind Mapping, and PMI—and Project Zero routines like Parts–People–Interactions, Options Explosion, and Color–Symbol–Image to promote deeper interpretation. Students also engaged in a Socratic Seminar on Don Quixote to analyze character motivations and themes through collaborative dialogue.</p> | | | | |
| Science | | Habits of Mind | See Think Wonder Think, Pair, Share | STEMscopes Extensions Engineering Design Challenge Teacher Created Extension |
| <p>Description: This quarter, your child engaged in hands-on, inquiry-based science experiences designed to deepen understanding and extend critical thinking. Throughout our STEMscopes units, students were offered a variety of enrichment and extension activities, encouraging them to apply concepts in new ways. We regularly used thinking routines such as See–Think–Wonder and Think–Pair–Share to support observation, analysis, and collaborative discussion. During our Force and Motion unit, students worked in small groups to design a marble obstacle course that would slow the marble as much as possible, using Habits of Mind like persisting and thinking interdependently. Students also completed a sound project, where they either designed their own instrument or researched an existing one. Their posters explained how their instrument creates sound, how pitch changes through frequency, and how volume changes through amplitude.</p> | | | | |
| Specials/SEL | | | See Think Wonder The 3 Whys | |
| <p>Description:</p> <p>SEL/Homeroom: Students were introduced to Danish artist Thomas Dambo and his trolls made from recycled wood. Through this lesson, students explored the connection between art and ecological responsibility. Using Project Zero's The Three Whys thinking routine, they reflected on why Dambo's work matters to them personally, to their community, and to the world.</p> <p>Art: Students are now in the throes of learning the proportions of the human face. Each student is using this learning to create a fully realized self-portrait. There are a lot of steps to the project. The proportions are learned, time is spent learning to color mix with crayon to build up skin tone, hair color, eye color, etc. The self-portrait is done by observation with mirrors and photos. Students are encouraged to try to recreate the nuances of the shapes of their features, not rely on symbolic drawing or their imaginations. The same is true for the color of their skin, eyes, hair, etc. Creating a self-portrait this way allows students to deeply engage with capturing a likeness of themselves. In the late spring these portraits will be hung in the hallway outside the Art rooms "yearbook style", celebrating the graduating class.</p> <p>Vocal Music: In general music, 5th graders continued to organize their thoughts about different musical performances using the See, Think, Me, We routine. Students listened and recorded observations independently, shared their thinking with the class, and summarized their thoughts by explaining their favorite performance and incorporating musical language into their responses. In Chorus, 5th graders used Habits of Mind to Think Interdependently, Strive for Accuracy, and Manage Impulsivity in order to prepare for a performance.</p> | | | | |