Advanced Academics Differentiation Record Form

As required by Virginia education legislation and our local plan, we share updates each quarter about how instruction was extended and differentiated for high-ability learners. At Oakridge, teachers and staff are committed to ensuring our students learn and grow. As students demonstrate readiness, we use resources and strategies to push their thinking beyond acquisition and fluency to generalization and adaptation. In quarter 1, we have implemented a range of resources and strategies to promote critical and creative thinking among our students. These initiatives provide them with challenging and rigorous content. We are dedicated to nurturing and encouraging our students' exceptional abilities. By offering differentiated learning experiences, we can help every child realize their full potential.

Our efforts to differentiate instruction include:

- Collaborative planning with the Advanced Academics Coach
- Implementation of Critical and Creative Thinking Strategies and Project Zero Thinking Routines
- Use of resources for rigor and curriculum designed for high-ability learners

In the report below, you'll find a summary of some of the resources and approaches we used to encourage critical and creative thinking, provide rigorous content, and extend learning goals.

Differentiation for 2nd Grade Students in the 1st Quarter

Subject Area:	Critical and Creative Thinking Strategies	Thinking Routines	Additional Extensions
Math	Encapsulation	Color, Symbol, Image What Makes You Say That? Think, Pair, Share See Think Wonder Same and Different Who Am I?	Teacher Created Extension Exemplars Rich Tasks Tang Puzzles 3-Act Math Tasks

Description: At the beginning of the quarter, students encapsulated their summer break with a multi-step equation and the Project Zero Thinking Routine, Color-Symbol-Image. This routine has been repeated with various academic and social-emotional content. Color-Symbol-Image is a thinking routine that helps students deepen their understanding of content by translating its themes and emotions into vivid visual metaphors, making abstract ideas more concrete and memorable. Additionally, students have used curricular resources with tiered learning stations that add complexity to math tasks, like Nimble with Numbers and Tangy Tuesday puzzles. Using Tangy Tuesday puzzles helps students build flexible thinking and problem-solving stamina through quick, playful challenges that strengthen reasoning and persistence. Students have had the opportunity to move to more complex versions of the learning stations as they develop mastery of grade-level standards. We used engaging, leveled games like 4-in-a-row, as well as more challenging independent work.

ELA	Frayer Model Depth & Complexity Analogies Plus, Minus, Interesting FFOE R.A.F.T.	Same and Different Think, Pair, Share Chalk Talk Color, Symbol, Image	CCT Choice Board

Description: We recognize the importance of infusing critical and creative thinking strategies (CCT) into our ELA curriculum. Students were introduced to CCT choice boards relating to their CKLA units on Fairytales & Folktales and Early Asian Civilizations. The choice boards were designed to increase voice and choice and deepen understanding of grade-level content. Some of the strategies we utilized this quarter were PMI (Plus, Minus, Interesting), FFOE (Fluency, Flexibility, Originality, & Elaboration), and Analogies. PMI requires students to think about different perspectives and develop independent thinking. FFOE inspires students to develop ideas, refine them, offer unique responses, provide details, and extend their thinking about a topic. Analogies allow students to make deep connections between new learning and known concepts. This quarter, your student engaged in the following Project Zero Thinking Routine launches: Chalk Talk to begin Fairy Tales & Tall Tales, and See, Think, Wonder with Analogies to begin Early Asian Civilizations. Chalk Talk collaboratively supports building understanding by putting forward ideas, questioning one another, and developing them further. See, Think, Wonder encourages students to think carefully about details, generate curiosity, and increase student discourse.

Science	Mind Mapping	See Think Wonder Think, Pair, Share	StemScopes Extensions

Description: Harvard's Project Zero Thinking Routines were utilized in science and social studies instruction. PZ researchers designed thinking routines to deepen students' thinking and make it "visible." In social studies and science, students experienced the See-Think-Wonder and Think-Pair-Share thinking routines. Providing many opportunities for students to think and discuss content adds depth and complexity and increases cooperative learning. These two routines were used in all subject areas to support student learning.
During the matter unit, students created concept or mind maps. Using mind mapping helped students visually organize what they know about solids, liquids, and gases, making abstract ideas more concrete. It also encouraged them to connect properties, examples, and real-world experiences, deepening their understanding through creative thinking.

Social Studies	Mind Mapping	See Think Wonder Think, Pair, Share	Teacher Created Extension

Description:
Using the Project Zero Thinking Routines See, Think, Wonder, and Think, Pair, Share during our civics unit helped students practice clear, respectful classroom discourse by slowing down their thinking and encouraging evidence-based ideas. These routines also provide an extension by prompting students to build on peers' perspectives, deepening collaborative discussion and civic reasoning.
Students also created mind maps in social studies in their American symbols unit to represent their learning and connections between the symbols.