



FALL DIFFERENTIATION RECORD FORM

G1

English Language Arts

Differentiation within CKLA - Students were asked higher-level questions and justifications for their answers. During writing, students were encouraged to add more details and to choose topics they were interested in (when applicable). Much of our social studies and science content is integrated into our Core Knowledge Language Arts (CKLA) curriculum. This quarter, we focused on the human body and fables. We introduced higher-level vocabulary as we studied these topics and learned how to answer inferential questions. We also utilized Harvard's Project Zero Thinking Routine Creative Questions to launch our human body unit to encourage curiosity, activate prior knowledge, and promote academic discourse using diverse artistic representations of the human body.

Math

Nimble with Numbers — We've used curricular resources to develop tiered learning stations that add complexity to math tasks. Students have had the opportunity to move to more complex versions of the learning stations as they develop mastery of grade-level standards. The program offers engaging games and independent work, like Finding Neighbors and Math Squares.

Science & Social Studies

Open-Ended Response — In addition to the science and social studies extensions provided through CKLA, we provided opportunities for students to respond to open-ended tasks in their weather and community units. This included self-reflection, deepening their understanding of identity, and clearly describing emotions.

Social-Emotional Learning

Jacob's Ladder — We utilized this program to scaffold student learning and promote inquiry-based discussions of texts. It focuses specifically on supporting advanced students' social-emotional needs. Using a critical thinking ladder framework, students move from lower to higher level self-awareness skills, metacognition, and goal setting. The ladders and texts chosen were derived from relevant theories about empathy, risk and resilience, achievement motivation, and mindsets and practices for cultivating talent.

Oakridge

ADVANCED ACADEMICS & TALENT DEVELOPMENT

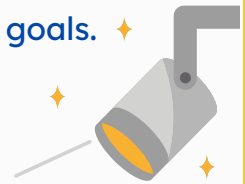


At Oakridge, teachers and staff are committed to ensuring our students learn and grow. When students demonstrate readiness, we use resources and strategies to push their thinking beyond acquisition and fluency to generalization and adaptation. In quarter 1, we have implemented a range of resources and strategies that are aimed at promoting critical and creative thinking among our students.

These initiatives provide them with challenging and rigorous content. We are dedicated to nurturing and encouraging the exceptional abilities of our students. By offering differentiated learning experiences, we can help every child realize their full potential.

We highlighted some resources we've used to promote critical and creative thinking, provide rigorous content, and extend our curricular goals. ✨

At-Home Spotlight



One of the most powerful tools we can develop is a growth mindset — the belief that intelligence and abilities can be developed through effort, learning, and perseverance. Nurturing a growth mindset is particularly important for students identified as gifted. It helps them cope with perfectionism, foster effort and persistence, embrace diverse strengths in themselves and others, and develop goal-setting skills. At home, practice positive self-talk, the power of yet, setting goals, learning from mistakes, and reflecting on progress. These may happen naturally during the day or through literature discussions.

Mistakes teach me new lessons.

I can't do it YET!

There's always room to improve!



LEARN MORE



I'll get better with practice.

My classmates inspire me to try something new.

Do's and Don'ts for Motivating Your High-Ability Child

