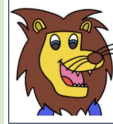


**First Quarter Differentiation Report 2024-2025
Grade 3**



Long Branch
ELEMENTARY SCHOOL



When planning for and delivering differentiated instruction for advanced learners at Long Branch Elementary, the following practices are in place:
+ collaborative planning and/or co-teaching with the Advanced Academics Coach (AAC)
+ implementation of Critical and Creative Thinking strategies and Project Zero Visible Thinking Routines (whole-group lessons and/or individual/group tasks)
+ use of supplemental curriculum resources designed for high-ability learners
+ differentiating academic content, process, product, and/or environment
+ utilizing workshop model and learning stations with embedded differentiation/choice
+ using pre-assessment and formative assessment data to drive instruction and differentiation

What APS K-12 Critical and Creative Thinking (CCT) strategies did we implement this quarter?	Quarter 1
Big Ideas	
Overarching Concepts (Change, Patterns, Systems, Perspectives, Cause/Effect, Cycles), Taba Concept Development	X
Critical Thinking Models	
Framer Model , Future Problem Solving, Hamburger Model of Persuasive Writing, Jacob's Ladder , Literature Web, Paul's Elements of Reasoning, Research Model, Vocabulary Web	X
Creative Thinking	
Creative Problem Solving (CPS), Fluency, Flexibility, Originality, Elaboration (FFOE), SCAMPER	X
Decisions and Outcomes	
Ethical Thinking, Habits of Mind, Plus, Minus, Interesting (PMI) , Problem-Based Learning, Project-Based Learning , deBono's Hats	X
Making Connections	
Analogies , Encapsulation, Mind-Mapping, Synectics, Visualization	X
Point of View (Different Perspectives)	
Debates , deBono's Hats, RAFT , Socratic Seminar, Literature Circles, Structured Academic Controversy	X
Questioning	
Bloom's Taxonomy , Levels of Questioning, SEM-R Questions	X
We differentiated academic content and/or product via:	Quarter 1
Independent research	X

First Quarter Differentiation Report 2024-2025 Grade 3



Long Branch
ELEMENTARY SCHOOL



Complex, advanced content	X
Content-related themes, issues, problems	X
Real-world application of knowledge	X
Use of supplemental curricular resources designed for high-ability learners	X
Other	

We differentiated academic processes and/or environment via:	Quarter 1
Collaboration with peers	X
Creative/innovative thinking	X
Critical/analytical thinking	X
Reflective thinking (metacognition)	X
Advanced reasoning and problem solving	X
Flexible grouping	X
Other	

Resources & strategies used this quarter to add to the depth and complexity to the general education curriculum:

-ELA: The following [Project Zero Visible Thinking Routines](#) were integrated into extension opportunities for students: *Creative Questions, Same-Different-Connect-Engage, Step In--Step Out--Step Back, Claim-Support-Question, Think-Feel-Care, Take a Stand*. The following CCT strategies were targeted this quarter: *SEM-R Questions, RAST, Jacob's Ladder, Frayer Model, Analogies, Plus-Minus-Interesting, Fluency-Flexibility-Originality-Elaboration, SCAMPER, Design Challenge*.

-Math: Project M3 'Digging for Data'; A3 Remarkable Rectangles; Question-Formulation-Technique (QFT); Groundworks; Open-middle; Continental Math League (CML); Exemplar math challenges; Problem-Based Learning.

-Science/Social Studies: inquiry-based learning, independent research projects, project-based learning, problem-based

***Strategies listed above are not exhaustive, nor are they necessarily appropriate for each unit or each content area. Additionally, students may not have engaged with every strategy/resources listed above, as teachers select which to implement based on the needs of their students. Long Branch's goal is that throughout the school year, all students will engage in high-level critical thinking through a variety of formats when it is appropriate to the curriculum or standards being taught.**