

Tools for Enrichment at Blakely Elementary School

The document below is an example of many of the tools, strategies and curriculums teachers use to differentiate in their classrooms. For more information please contact your child's classroom teacher.

Fourth Grade				
	Math	Description	English Language Arts (Reading/ Writing)	Description
F o u r t h G r a d e	My Math	District adopted Common Core math curriculum. My math provides students with opportunities to make connections between the real world and the classroom while providing opportunities to explore rigorous mathematical concepts.	Genre Studies	Self-selection of titles within the genre of focus (goal setting). Genre relevant tasks that reflect text analysis skills (finding theme, identifying author's purpose, point of view...) - The challenge exists because the tasks are directly tied to student selected text. Task is indexed to the reading level of the student selected text. This occurs all year.
	ST Math/ JiJi	District adopted curriculum, ST Math is an Common Core aligned digital math program. 100% visual, students participate on iPads or computers using problem solving strategies to solve puzzles and obtain mastery of a subject area prior to advancing to the next level. Students grouped differently according to need. When finished with ST then students have access to khan academy, sumdog, or other student selected program.	Teacher Feedback/Teacher Expectations for Writing	Teacher gives specific feedback to students based on student need. i.e. high level students are conferenced on vocabulary, style, craft and voice.
	Beast Academy	Extension for high performing math students. The art of problem solving student directed practice through age friendly guide and practice book.	Source Based Writing	Students are given sources at higher level when reading sources for research.
	Rich Math Tasks	Rich Math Tasks engage students in tasks formed around CCSS and build content knowledge. Students work collaboratively to solve challenging problems with multiple entry points and multiple solution pathways. These low floor- high ceiling tasks meet the needs of many students.	Special Projects	High performing students are frequently asked to use their skills to engage in projects. (i.e newsletters, maker faire story, ...)

F o u r t h G r a d e	Math	Description	English Language Arts (Reading/ Writing)	Description
	Independent Work	Differentiated morning math or homework when indicated by student need.	Questioning Strategies	Teachers use questioning strategies to actively involve students in learning, develop critical thinking skills, to evaluate understanding and extend/ differentiate in the classroom. This can take place in whole group, small group or one on one. It is not often noticeable to a bystander but is highly effective for all students.
	Math Olympiad	In school opportunity (replaces 20% of classroom math instruction time) to solve engaging and challenging math concepts across domains.		
	Math as Play	Tile puzzles, 3D puzzles, pentominoes, etc.. spatial/ visual puzzles offered to high level students.		
	Access to Technology	High achieving students have more opportunity to integrate technology into learning tasks. ELA and Math*.		
	High Performance Expectations	Students identified as Highly Capable are held to higher expectations. While they are not required to participate in every challenge activity they are offered them and are occasionally required to participate. In areas of strength students will be expected to perform at a higher level than peers of similar age or grade.		