

Stenwood AAP

QUARTERLY NEWSLETTER

QUARTER 2

This Quarter in Kindergarten

Kindergarteners have been working through Jacob's Ladder curriculum, in which they undergo a series of questioning from concrete to abstract to develop depth of thought. They have worked on sequencing events, identifying cause and effect, and determining consequences through texts such as *If You Give a Mouse a Cookie*. Additionally, students have been introduced to the Critical and Creative Thinking skills of Plus, Minus, Interesting and Decisions & Outcomes and have practiced using these skills when reading picture books.

What's In This Issue?

Take a look at some of the Advanced Academic Program (AAP) Curriculum used in K-6 at Stenwood throughout the second quarter!

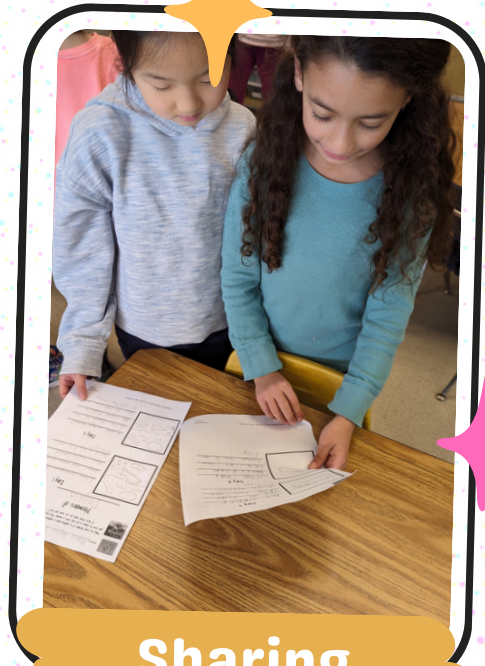


First Grade

First grade students have utilized Jacob's Ladder texts about animals in winter to link to their science curriculum. Students identified details about these animals, sorted those details into categories, and created generalizations about the animals. Students have also been working on the Critical and Creative Thinking Skills of Visualization and Fluency, Originality, Flexibility, & Elaboration (FOFE) to use their imaginations and create unique solutions.

Second Grade

Second graders have been working on delving into poetry through the use of Jacob's Ladder questions. Students have identified words in poems that help them visualize, and have practiced inferring and identifying theme. Additionally, students have worked on developing their Critical and Creative Thinking skills in Encapsulation, Decisions & Outcomes, and Fluency, Originality, Flexibility, & Elaboration (FOFE).



**Sharing
Ideas**

What is Access to Rigor?

Access to Rigor is the part of the Advanced Academics Continuum that ensures all students receive opportunities to use AAP curriculum and critical & creative thinking (CCT) skills.

Third Grade

Third grade students have working on developing their critical thinking skills through the use of Document-Based Questions, in which students analyze primary and secondary sources to answer a question, such as "Why should we protect the wolf?" They have also used Paul's Reasoning Model to determine if bees need protection. Additionally, students have practiced their Critical and Creative Thinking skills in the areas of Analogies and Point of View.

Fourth Grade

Fourth graders thought critically about texts in their narrative nonfiction unit through the use of William & Mary Unit Literature Webs. Literature Webs have students analyze key words, feelings, ideas, images/symbols, and text structure. Additionally, students have worked on the Critical and Creative Thinking skill of Decisions & Outcomes as they utilized JASON Learning to analyze the impact of invasive species.

Fifth Grade

Fifth graders have engaged in Jacob's Ladder texts to think critically about growth and fixed mindsets. They have identified key details, classified examples and non-examples, and developed generalizations regarding the impact of growth mindset. Additionally, students have utilized and developed their Critical and Creative Thinking skills of Fluency, Originality, Flexibility, & Elaboration (FOFE) as they have worked through open-ended math challenges with order of operations.

Sixth Grade

Sixth graders have engaged in M3: Mentoring Mathematical Minds units to help them develop a deeper understanding of concepts such as shapes and fractions, decimals, and percents. Additionally, students engaged in the Critical and Creative Thinking skill of Point of View by using DeBono's Thinking Hats routine to analyze the impact of tornado storm chasers and wildfires.



Fun with Legos