

Advanced Learning Opportunities (ALO) at Laurelhurst Elementary School

Laurelhurst has been certified as an Advanced Learning Opportunity School based on the many meaningful learning experiences for students, which stimulate creativity and critical thinking while providing a firm foundation in the basics. We have high expectations for all our students and know that each will be challenged by the rigor and depth of our curriculum. Our ALO program is an inclusion model in which teachers differentiate instruction for advanced learners within the general education classroom setting. Advanced learners are provided opportunities to develop critical and analytical thinking skills through such strategies as: integrated and multi-disciplinary learning, rigorous curricula, tiered assignments, higher level questioning, flexible grouping, and integration of technology. Parents are encouraged to communicate with the classroom teachers. Teacher-student-parent communication is an important component of our program.

An ALO report card will be used for those students that have been tested and identified as qualifying for advanced learning placement by the school district. The use of this report card maintains eligibility for either Spectrum or APP self-contained classes, located in different schools throughout the school district. Students do not need to take the district test in order to participate in Advanced Learning Opportunities at Laurelhurst, as our school community is committed to serving the needs of all students. Teachers use math assessments, state and district assessments, reading assessments, class observation and evidence, and work completion to determine the instructional needs of our students. All-school advanced learning opportunities in technology, science, music, and art enrichment are available to all students.

Teachers infuse higher level thinking skills into instructional units of study by aligning instruction for advanced learners with grade-level expectations one year above and using Bloom's Taxonomy of the Cognitive Domain. The following chart provides examples of some of the ways that we create advanced learning opportunities for our students. Advanced Learning Expectations are directly related to Washington State Grade Level Expectations that are one-grade level ahead. Instructional strategies and activities that promote the development of higher level thinking skills are woven into the core curriculum.

KINDERGARTEN

Reading	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	<p>Students apply concepts of print, phonological and phonemic awareness, oral language skills, and phonics. They continue to expand their reading vocabulary and demonstrate comprehension by participating in a variety of responses. Students choose and read a variety of books for pleasure.</p>	<p>Flexible grouping – Students are grouped by ability, allowing advanced readers to progress beyond their grade level expectations.</p> <p>Leveled library – Differentiated books increase in difficulty (“Just Right for Me” books) as a student moves up, available to all students.</p> <p>Guided Reading – within ability groups, allowing students of all levels to receive instruction to increase skill level.</p> <p>Paired Reading – Students read to reach other and help each other with unknown words and comprehension.</p> <p>Higher expectations for students are addressed by using higher level questions.</p>
Writing	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	<p>Students begin to develop an idea beyond one sentence, adding some details of description or explanation. Students use some prewriting strategies with support from the teacher. Phonetic spelling is common with an increase in the number of words spelled accurately and an awareness of some spelling patterns. Conventions of punctuation, directionality, spacing, and letter formation ensure work is legible.</p>	<p>Sound Spell Journals - Individual journal writing allows students to move at their own pace. Advanced writers move on to more sentences, more complicated writing, and a requirement for neater work.</p> <p>Writer’s Workshop – During this time students are able to write at their own ability level.</p> <p>Writing Centers - These centers are offered during the literacy block and are differentiated to meet the needs of the students. Advanced writers write the beginning, middle and end of the story.</p> <p>Author’s Chair – Students write their own stories in class and share them with the class. The audience gives compliments and one suggestion. The Author’s Chair motivates students to write, edit, and proudly share their work with a greater audience.</p>

Mathematics	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	Students count, sort and compare sets, understanding the relative values of numbers. They understand addition as putting sets together and subtraction as separating or undoing addition. Students expand their understanding of number through application of basic addition and subtraction facts. They read a clock, work with two-dimensional figures and use nonstandard units to measure. They develop their understanding of statistics by organizing and interpreting data. They recognize and describe simple repeating and growing patterns to develop their algebraic sense.	<p>Math Games – Games are adapted by level. Students move from spinners to dice as their skills increase.</p> <p>Questioning – Higher level questions are asked of more advanced students.</p> <p>Supplementary EveryDay Math curriculum -Available online for parents to work with their students to supply additional math activities.</p> <p>Morning Math Problem – Daily story problems require an understanding of addition and subtraction. Students apply their mathematical thinking skills to solve the daily story problem.</p> <p>Differentiation - Lessons and activities from Everyday Math Curriculum are differentiated to meet the needs of the advanced learners, providing students with opportunities to extend their mathematical thinking.</p>
Special ALO Projects	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	Students develop critical and analytical thinking skills as they participate in various interdisciplinary projects. They are able to make real-life connections and applications to their learning and work.	<p>All About Me Books – These books are written with fourth and fifth grade buddies. Kindergarten students learn to use Kid Pix and integrate pictures and text, using computer technology.</p> <p>Animal Reports and Presentations – This unit provides enrichment for advanced readers and writers. It is required for all advanced writers but is also available to all students.</p> <p>Computer Technology – Students spend most of the year with KidPix, creating art and learning how to add text. Later in the year they write sentences. They learn how to create capitals and periods and how to change fonts and color. They learn how to open a template document and save it back to the server.</p>

		Art Enrichment – Students develop basic drawing skills by identifying the shapes that comprise the human face and animals, and apply these in their own drawings.
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First Grade		
Reading	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	Students become fluent readers and apply comprehension and vocabulary strategies to a wide variety of literary and informational text. They demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. Reading for pleasure becomes an enjoyable habit.	<p>Flexible grouping – Students are grouped by ability, allowing advanced readers to progress beyond their grade level expectations.</p> <p>Leveled library – Differentiated books that increase in difficulty as students move up are available to all students. Students are taught to self-select books based on their reading level.</p> <p>Readers Workshop – Students read books that are appropriate and challenging and are expected to exhibit higher comprehension and more thorough evaluation of texts.</p> <p>Exploration of Genres– Students study the different characteristics of poetry, fiction, non fiction, personal narratives and biographies using a variety of reading materials.</p> <p>Wordly Wise –This program provides for systematic, sequential vocabulary development.</p> <p>Paired Reading- Students are paired by ability, comprehension level, or interest in text. Students can choose higher level books to read over a longer amount of time.</p>
Writing	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	Students make significant progress as they move from single-idea and patterned sentences to more detailed and sequential text. They plan purposefully and work toward accuracy and effectiveness by making some conscious word choices. Sentence structures are	<p>Writer’s Workshop – High expectations for advanced writers include comprehension of the writing process, increased length and better use of spelling and writing conventions.</p> <p>Writing in the content areas- Students are expected to plan and synthesize knowledge gained in math, science, and reading and demonstrate it through their writing.</p>

	varied within a single piece of writing. Students write in a variety of forms, including nonfiction, while maintaining the basic conventions of writing. They notice mistakes while rereading and revise by adding details.	
Mathematics	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	Students expand their understanding of number and use number sentences with symbols to represent real-world addition and subtraction problems. They continue to gain proficiency in basic addition and subtraction facts. They expand concepts in measurement. By interpreting and creating picture and bar graphs, students further develop their early understanding of statistics. Students work with a variety of patterns and use symbols to describe numerical relationships. They gather and organize data to solve problems and justify selection of a problem-solving strategy.	<p>Flexible Math Groupings – Students work with classroom teachers, parent volunteers, and math tutors to allow for more individual instruction, so that each child is learning at their own pace.</p> <p>Problem Solving Strategies – Students are introduced to multiple problem solving strategies and learn to apply them in a variety of situations.</p> <p>Everyday Math Games – Games are adapted to provide more challenge so that students can apply their mathematical thinking skills.</p> <p>Enrichment Curriculum – Everyday Math enrichment options require students to examine, plan, and explain their mathematical thinking.</p> <p>Mental Math Extensions – During all class instruction, higher level number stories are presented to students to solve.</p> <p>Challenge Homework – Higher level problems and concepts are provided for more advanced students.</p>
Special ALO Projects	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	Students develop critical and analytical thinking skills as they participate in interdisciplinary projects. They are able to make	Art Enrichment – Students work with an artist in residence to learn drawing basics such as overlapping, scale, placement, and drawing with basic shapes to build hand eye coordination and observation skills. Students create a simple cartoon sequence through a progression of images to demonstrate their developing drawing skills while expressing their unique imaginations.

	<p>real-life connections and applications to their learning</p>	<p>Science Enrichment – Students are encouraged to participate in our annual Science Fair. A field trip to Camp Long focuses on the study of organisms and brings real-life experiences to the organism science unit.</p> <p>Technology- Students expand on what they learn in Kindergarten - doing more writing, learning to import photos and graphics. First grade classes do quite a few pattern books - Important Book, Spilt Milk, Rhyme Time, etc. Towards the end of the year each 1st grader interviews a classmate, creates a biography of this person using KidPix, complete with a digital photo that they took. First graders also get a little look at Microsoft Word and learn to navigate to Web sites. They also begin to learn to save to the file server.</p>
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Second Grade		
Reading	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	<p>Students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to a wider variety of literary genres and informational text. Students demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking.</p>	<p>Differentiated Reading- Students receive instruction at their differentiated level to strengthen their ability to read for knowledge, comprehension, application, analysis, synthesis, and evaluation. Approaches may include Reader’s Workshop, guided reading groups, literature circles, genre studies, and/or research projects. Teachers regularly select above grade level “read aloud” books to build complexity of understanding and comprehension, support and scaffold learning, and expand independent reading choices for advanced readers.</p> <p>National Geographic Magazines- Students use this nonfiction magazine format (2nd/3rd grade level) to learn to analyze information using WASL strategies. These articles may serve as springboards for extension lessons or independent exploration.</p> <p>Junior Great Books Program- This curriculum encourages higher level thinking through analysis, evaluation, and questioning. Students participate in discussions where they share and deepen their understanding of text with other students at school and with family members at home. Written responses and reflections are integrated into these studies.</p> <p>Enhanced Classroom Libraries- A leveled classroom library provides differentiated books that increase in difficulty. Students are taught to self-select books based on their</p>

		reading level. A large fiction and nonfiction independent reading library exposes students to various genres (e.g., mysteries, biographies, multicultural tales, animals and science) and enables children to explore and immerse themselves in areas of interest.
Writing	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	Students are writing longer texts, especially narratives. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and use complete sentences. Students are becoming more selective about vocabulary, especially when writing informational text. Students listen to others' writing, offer feedback, and begin to consider suggestions from others about their own writing.	<p>Writer's Workshop- Strategies are used to challenge students in the development of their writing. Approaches may include mini-lessons, peer and teacher conferences, author sharing, and publication.</p> <p>Scientific Writing- Students develop expository writing skills by recording their observations, data, experiments, and conclusions in a Science Notebook. Advanced writers give more detail and write at their individual ability level.</p>
Mathematics	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	Students develop fluency with addition and subtraction, while beginning to explore multiplication and division. Students use standard units of measure for length, time, money, weight and temperature. They gain a broader understanding of geometry by identifying and comparing properties of two dimensional figures. Algebraic sense grows through recognition and extension of patterns of numbers, figures, and objects using addition and subtraction. Problem	<p>Math Lessons and Homework- Students are provided with challenge and/or enrichment activities which extend the second grade math lessons and/or incorporate skills from the third grade EDM scope and sequence.</p> <p>Problem-Solving- Students work on developing multiple strategies to solve problems and communicate their thinking. Approaches may include the Open Response activities in EDM, the Problem-Solver Program, the Groundworks Algebraic Thinking Program, and/or the Perplexors Puzzles.</p> <p>Games- Students solidify and extend their skills through a variety of games from EDM and from commercial sources. These games focus on computation as well as problem-solving, strategy, and logic.</p>

	solving involves determining a strategy to solve a problem, gather and organize information.	
Special ALO Projects	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	Students develop critical and analytical thinking skills as they participate in various interdisciplinary projects. They are able to make real-life connections and applications to their learning and work.	Wampanoag Studies- All second grade students participate in this unit which provides multi-disciplinary enrichment, including art, writing, public speaking, technology, Native American storytelling, music, and drama.

Third Grade		
Reading	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	Students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to a wider variety of literary genres and informational text. Students demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. They read for pleasure and choose books based on preference, topic, or author.	<p>Junior Great Books – This gifted curriculum encourages higher level perception, thinking, and questioning. Students analyze text and gather evidence to support their opinions. Within this curriculum, students are given an opportunity to engage in critical thinking and reflection as they read, discuss, and respond to short stories. Students to their own understanding as they construct meaning with other readers in a small discussion group.</p> <p>Extension projects for higher level readers:</p> <ul style="list-style-type: none"> • Students have opportunities to select books at their own reading level. • Students complete book reviews, which integrate reading and writing skills. • Students present their learning to classmates. <p>Integrate nonfiction reading into the curriculum – Nonfiction reading in science and social studies is integrated into the curriculum as students read magazines like “Kids Discover: and “Time for Kids”.</p>

Writing	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	<p>Students write for a range of purposes, including describing, telling a story, and explaining. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering and synthesizing information from a number of resources to express and justify an opinion. Students reflect on their strengths and weaknesses and strive to improve.</p>	<p>Writer’s Workshop- This interdisciplinary writing program includes elements of mini lessons, shared writing, independent writing, conferring and author’s chair/share.</p> <ul style="list-style-type: none"> • Students learn sophisticated writing skills such as writing a lead, a summary, a persuasive piece, and a book review. • Students apply traits of word choice and voice to a variety of writing assignments. • Students are exposed to mentor texts which model quality writing. <p>Vocabulary development program- Students discover new words in everyday situations.</p> <p>Differentiated Spelling groups – students work within ability groups, allowing all students to achieve greater skills at the level needed.</p> <p>Scientific Writing – Writing in Science Journals, students write at their individual ability level. Students draw conclusions based on class experiments.</p>
Mathematics	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	<p>Students work towards becoming proficient in multiplication and division, while developing an understanding of fractions and decimals. They work with area in measurement. Students work with probability and expand their understanding of statistics by gathering, recording and organizing data. They develop problem solving skills by choosing a strategy, gathering and organizing information. They use models,</p>	<p>Everyday Math differentiation activities - Students keep track of activities in an Enrichment Log. Students work with 4th grade Everyday Math materials when appropriate.</p> <p>Math Enrichment Projects - Students explore math concepts in depth in the context of meaningful projects. Includes projects that are at a 4th grade level.</p> <p>Writing in Math – Students show their problem solving and mathematical reasoning in their writing.</p> <p>Math Games – Students solidify and extend their skills through a variety of games from EDM and from commercial sources. These games focus on computation as well as problem-solving, strategy, and logic.</p>

	patterns, or relationships to validate their mathematical thinking.	
Special ALO Projects	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	Students develop critical and analytical thinking skills as they participate in various interdisciplinary projects. They are able to make real-life connections and applications to their learning and work.	<p>“Where I Am From” Project and Continent Study- These multi-disciplinary units integrate research, writing, art, technology, interviewing skills, and oral presentations.</p> <p>Science and Art Enrichment – Students work with several artists in residence. Experiences mirror what is being studied in the classroom. Students create glass tiles as an extension of their study of rocks and minerals. They learn to make scientific drawings of plants by developing the ability to shade and show shadow using both pencil and pen and ink techniques.</p> <p>Pioneer Farm - Students experience life as a pioneer during a full day field trip.</p> <p>Oregon Trail Simulation – Students learn about the emigration experience of the 1840’s and the motivations of the pioneers. The students develop a deep understanding of the pioneers’ experiences while building strong social and critical thinking skills.</p> <p>Technology - Students get many chances to word process - publishing poems, stories and articles. They also do a PowerPoint presentation on continents and work in teams to prepare the presentation for parents and guests. An emphasis is placed on ways to make PowerPoint support ideas - using effective colors, images, and other graphic elements. Students continue to fine tune searching strategies. They practice keyboarding. They will also have some experience with spreadsheets and digital photography.</p>

Fourth Grade		
Reading	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	Students broaden and deepen their understanding of informational and	Literature Circles – Students read leveled books based on themes. Small discussion groups encourage higher-level thinking and questioning of literature.

	literary text. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. Students discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author.	<p>Junior Great Books – This gifted curriculum encourages higher level perception, thinking, and questioning. Used by all students.</p> <p>Non-fiction Studies – Students study text features found in non-fiction material and then apply these in their own study of non-fiction materials.</p> <p>Novel Units – Essay questions and creative projects are included in the reading comprehension activities as students read various novels.</p>
Writing	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	Students develop a strong personal voice in their writing. This is demonstrated by the way they sometimes inject humor into their narratives and add emphasis or opinion into information and persuasive writing. Students use precise, specialized vocabulary appropriately in content-area writing. They experiment with sentence length and complex sentence structures. Students work on writing skills that address content, organization, style, and conventions.	<p>Narratives</p> <p>Organization – Students are taught to organize their writing with a thesis, body paragraphs, and conclusion.</p> <p>Non-Fiction Text Project – Based on students’ study of non-fiction reading, they write and create their own non-fiction text integrating their writing and technology.</p> <p>“I Have A Dream” Speech – Students study Dr. Martin Luther King’s “I Have a Dream” speech and use of literary devices. Students write their own “I Have A Dream” speech based on their personal social concerns. A goal is to also include literary devices used by Dr. King.</p> <p>Black History Unit – This multi-disciplinary unit integrates reading, research skills, writing, technology and oral presentations. Students create PowerPoint presentations which are shared with parents and classmates.</p>
Mathematics	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	Students use non-negative rational numbers to solve problems. They order and describe relationships	Flexible grouping –Flexible math groups allow students to learn at their instructional level. Instruction is enriched and accelerated for advanced math students.

	<p>between whole numbers, decimals, and fractions. They apply procedures to measure a variety of geometric figures and collect, display, and analyze data. Students examine probability and the mean. They gather and organize information to solve a problem and determine the tool/strategy for solving it.</p>	<p>Problem Solving Activities –Students develop and use problem solving steps. They apply many different strategies for solving mathematical problems.</p> <p>“Polyhedrville” – This creative geometry unit includes high level mathematics, creative problem solving, and cooperative work.</p> <p>Supplemental math instruction with advanced curriculum including Math Quest and Problem Solver.</p>
Special ALO Projects	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	<p>Students develop critical and analytical thinking skills as they participate in various interdisciplinary projects. They are able to make real-life connections and applications to their learning and work.</p>	<p>Martin Luther King’s “I Have a Dream” project</p> <p>Advanced Writing integrated with technology projects</p> <p>Great Migration –This multi-disciplinary unit integrates reading, writing, social studies, art and technology.</p> <p>Art Enrichment – Students work with an artist in residence to study the work of Jacob Lawrence. They experience and demonstrate his techniques of creating depth, pattern, positive and negative space, and investigate the use of color to attain specific effects. Students create their own design, learn painting techniques, and exhibit the finished works at a culminating exhibit.</p> <p>Technology - The two big projects in 4th grade are the Nonfiction Project and a presentation for Black History Month using PowerPoint. One class varies this project to focus on Blues Musicians and how they reflect the Northern Migration. We continue to practice effective graphic elements. We practice the many draw tools in Word in the Nonfiction Project. This is the first year of a monthly keyboarding test - kids tend to do better if they know how they are progressing. We do several Excel activities and we'll do a geometry book using digital cameras in</p>

		<p>the Spring.</p> <p>Science Enrichment – Students deepen their understanding of and connection to Puget Sound and the watershed that feeds it by participating in the Marine Science Afloat program from Pacific Marine Research.</p>
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Fifth Grade		
Reading	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	<p>Students are aware of the author’s craft. They are able to adjust their purpose, pace and strategies according to difficulty and/or type of text. Students continue to reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. Students discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure and choose books based on personal preference, topic, genre, theme, or author.</p>	<p>Reader’s Workshop- Students select and read books over the course of the year. They are encouraged to explore different genres, authors, and texts as they improve their comprehension and foster a love of reading.</p> <p>Literature Circles – Students are provided with an opportunity to engage in critical thinking and reflection as they read, discuss, and respond to books. Students add to their own understanding as they construct meaning with other readers in small discussion groups. Students are grouped by ability and/or interest.</p> <p>Thematic Reading Units enrich the curriculum and provide students an opportunity to build comprehension, relate learning to real life, and develop student world knowledge.</p> <p>Junior Great Books – This gifted curriculum encourages higher level perception, thinking and questioning. Used by all 5th grade students.</p> <p>Independent Reading Projects – Student presentations are centered around interest areas and reading levels.</p>
Writing	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	<p>Students approach writing with purpose and maintain their focus. They use form, content, technique, and conventions flexibly to meet their own purposes or assignment requirements. Competence is evident in skills of paragraphing,</p>	<p>Writing in the Content Areas – Students apply what they have learned in social studies, science, current events, and cultural studies during Writer’s Workshop. This type of writing utilizes research skills and the writing process.</p> <p>Scientific Writing – Students develop expository writing skills by recording their</p>

	<p>summarizing, and synthesizing in exposition, persuasion, and content-area writing. Fiction writing reflects an awareness of its role to entertain, explore human relationships, and persuade. Students work towards precision in spelling in all writing. Students consider writing to be an important and effective tool for furthering their own learning.</p>	<p>observations, data, experiments and conclusions in a Science Notebook. Advanced writers give more detail and write at their individual ability level.</p> <p>Writing newspaper articles</p> <p>Editing classroom newspaper</p> <p>Spelling – Students learn the Greek and Latin roots of words.</p>
Mathematics	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	<p>Students begin developing their understanding of negative numbers with the introduction of integers. They begin working with other representations of rational numbers. They examine the concept of volume, as well as collect, analyze, display, and interpret data, using a variety of graphical and statistical methods. They find the probability of events and analyze numerical and geometric patterns. Students also develop an understanding of algebraic terms and solve algebraic equations in one variable. They draw conclusions from displays or texts and justify those conclusions with logical reasoning or other evidence.</p>	<p>Flexible math groups- Students work with whole class and small groups. Math instruction is accelerated and enriched using 6th grade math curriculum.</p> <p>Math Olympiad – This middle school program provides opportunities for students to explore mathematical strategies in depth. Math Olympiad individual tests are administered five times throughout the school year.</p> <p>Math Olympiad Competition Team – Students can self select to participate in a team competition. Students work in teams and practice their problem solving skills. The contest is held on a Saturday and many schools show up to compete against one another.</p> <p>Math Puzzlers – This weekly program focuses on developing problem solving strategies. Students are provided with extra homework that reinforces the application of problem solving strategies.</p> <p>Lego Robotics – Students work in teams to build and program a robot. Once they have completed the task they must share their work with the class and show what their robot can do. The task increases in difficulty and challenge.</p>

Special ALO Projects	Advanced Learning Expectations	Advanced Learning Instructional Strategies and Activities
	<p>Students develop critical and analytical thinking skills as they participate in various interdisciplinary projects. They are able to make real-life connections and applications to their learning and work.</p>	<p>Independent Student Learning Projects – Students are encouraged to self-select independent learning projects that develop critical thinking skills. The projects are based on student’s personal interests. Students present their projects through readings, oral presentations, technological presentation, or other venues.</p> <p>Aki Kurose Science Fair – All fifth grade students are required to participate in our annual science fair.</p> <p>Camp Orkila- All 5th grade students learn about sustainable living and pond life and develop leadership and team-building skills in a three day outdoor education camp.</p> <p>Environmental Stewardship and Community Service Projects – Fifth grade students take on roles of leadership and connect learning with real-life as they oversee the school-wide Composting Project; School Garden, Salmon Project and participate in various community service projects.</p> <p>Multiple field trips throughout the year are integrated with the Science Units of Study.</p> <ul style="list-style-type: none"> • Land and Water: Cedar River Watershed, Carkeek Park, Thornton Creek • Models and Designs: The Engineering Fair at the University of Washington • MicroWorlds: Homewaters Project (on-side discovery of micro-organisms in Lake Washington); Thornton Creek Study and field visit <p>Technology - The computer lab is closely connected with the units that are going on in the classroom. A great deal of word processing and a focus on keyboarding fluency. This year students are working on an ongoing project using Sketchup - an architectural program. This will end with a showing of a dream house in the spring. 5th graders create buddy books for their Kindergarten friends. There is a great deal of Internet research at this grade.</p> <p>Arts Enrichment – Advanced Band, Vocal Music, Choir, 5th Grade Play, Artist in Residence program provide students with advanced learning opportunities.</p>

		Colonial Times Storypath – this multidisciplinary unit of study integrates reading, writing, research, art, social studies, technology and oral presentations.
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