




Melissa

Science Teacher in North Carolina

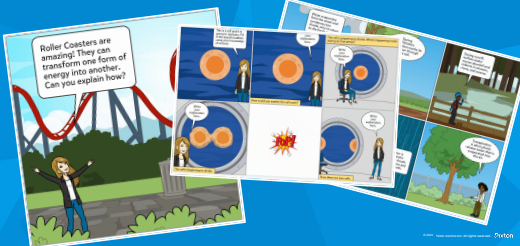


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Content



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Roller Coasters are amazing! They can transform one form of energy into another. Can you explain how?

[illegible]

"Models are used as tools for supporting conceptual understanding, solving problems or predicting outcomes of processes."

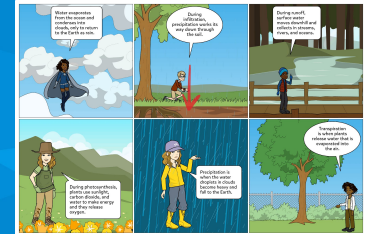
Split It

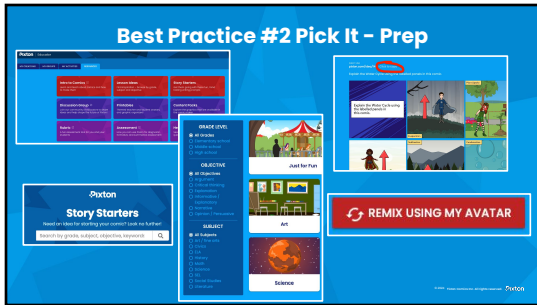
Turn this activity into a team exercise.

- ## Differentiate

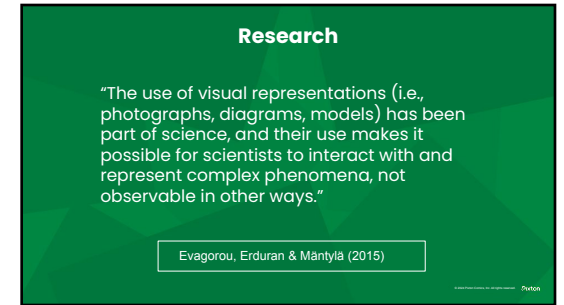
- **Adjust Reading Levels**
- **Use Visual Supports**
- **Provide Key Vocabulary**
- **Add Guiding Questions**

Best Practice #2 – Pick It









PowerUp!

Sort It

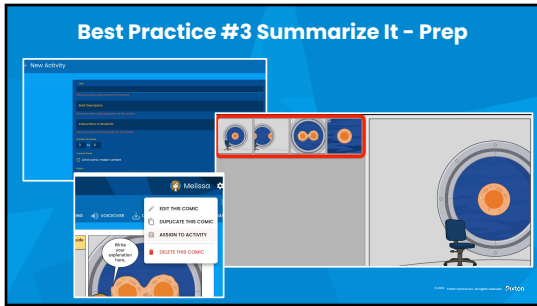
A comic strip with five panels. Panel 1: A character says, 'I have a problem. I have a lot of stuff. I don't know what to do with it.' Panel 2: A character says, 'I have a problem. I have a lot of stuff. I don't know what to do with it.' Panel 3: A character says, 'I have a problem. I have a lot of stuff. I don't know what to do with it.' Panel 4: A character says, 'I have a problem. I have a lot of stuff. I don't know what to do with it.' Panel 5: A character says, 'I have a problem. I have a lot of stuff. I don't know what to do with it.'

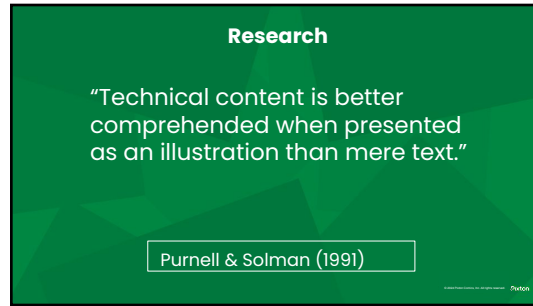
Differentiate

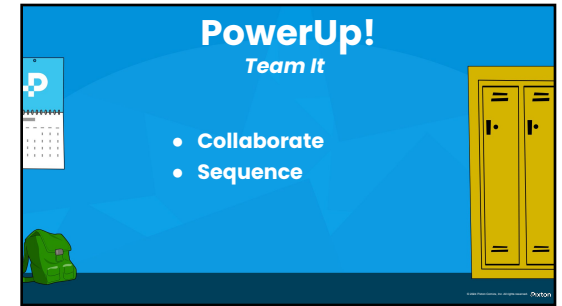
- Visual Aids
- Adjust Amount
- Scaffolding
- Reduce Cognitive Load

Best Practice #3: Summarize It

A comic strip with five panels. Panel 1: A character says, 'I have a problem. I have a lot of stuff. I don't know what to do with it.' Panel 2: A character says, 'I have a problem. I have a lot of stuff. I don't know what to do with it.' Panel 3: A character says, 'I have a problem. I have a lot of stuff. I don't know what to do with it.' Panel 4: A character says, 'I have a problem. I have a lot of stuff. I don't know what to do with it.' Panel 5: A character says, 'I have a problem. I have a lot of stuff. I don't know what to do with it.'

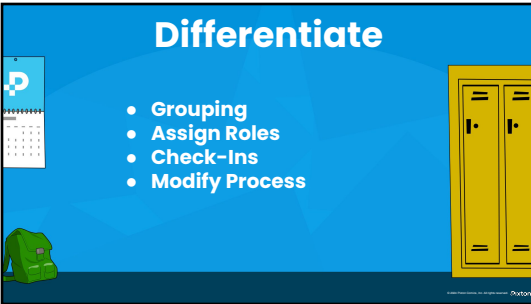






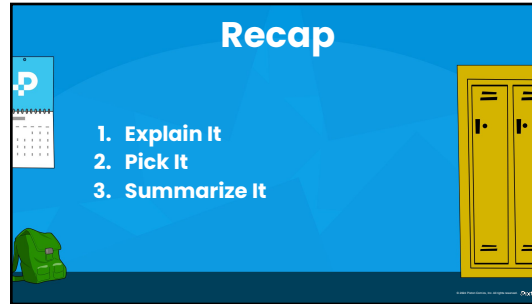
Differentiate

- Grouping
- Assign Roles
- Check-Ins
- Modify Process



Recap

1. Explain It
2. Pick It
3. Summarize It



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Thank You!