

Leveraging Instructional Shifts in Science: The art of *doing* science

Participant Handout



bit.ly/3RWfC5r

Works Cited

Great Minds®. 2020. *PhD Science*®. Washington, DC: Great Minds. <https://greatminds.org/science>.

Credits

Great Minds® has made every effort to obtain permission for the reprinting of all copyrighted material. If any owner of copyrighted material is not acknowledged herein, please contact Great Minds for proper acknowledgment in all future editions and reprints of this presentation.

All images are the property of Great Minds.

First Minute Reflection:

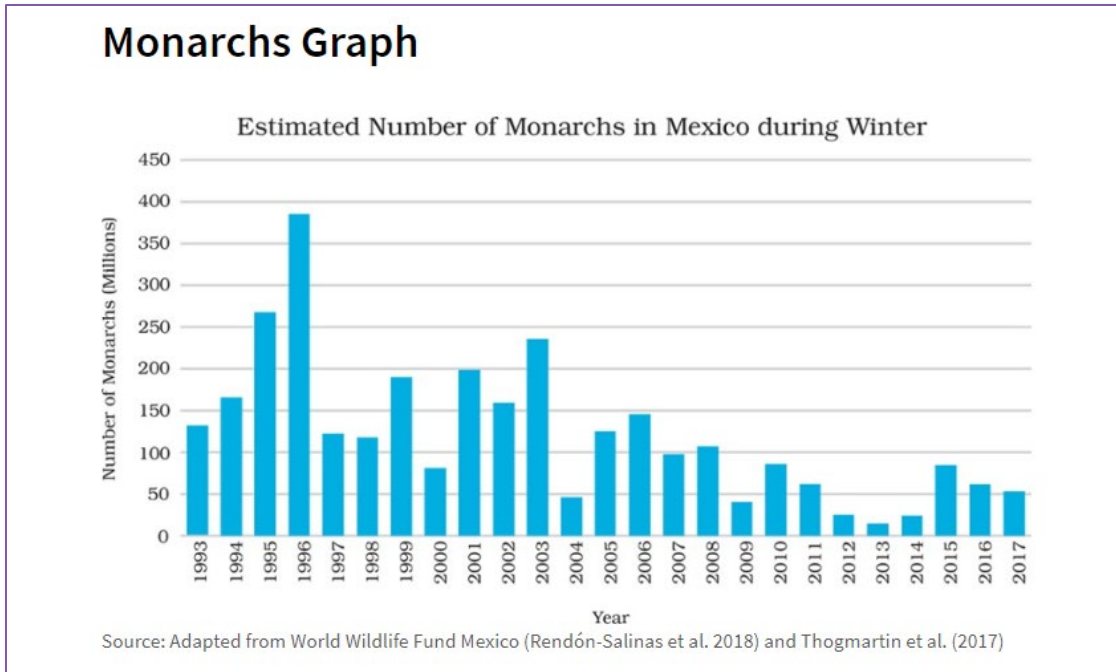
Last Minute Reflection:

Stop and Jot:

Level 1: What are some of the ways students were engaging with content in the investigation?

Stop and Jot:

Level 3: What are some of the ways students were engaging with content in the investigation?



Science and Engineering Practices	Level 1	Level 3
1. Asking questions and defining problems	<input type="checkbox"/>	<input type="checkbox"/>
2. Developing and using models	<input type="checkbox"/>	<input type="checkbox"/>
3. Planning and carrying out investigations	<input type="checkbox"/>	<input type="checkbox"/>
4. Analyzing and interpreting data	<input type="checkbox"/>	<input type="checkbox"/>
5. Using mathematics and computational thinking	<input type="checkbox"/>	<input type="checkbox"/>
6. Constructing explanations and designing solutions	<input type="checkbox"/>	<input type="checkbox"/>
7. Engaging in argument from evidence	<input type="checkbox"/>	<input type="checkbox"/>
8. Obtaining, evaluating, and communicating information	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

A large, empty rectangular box with a thin black border, intended for participants to take notes during the session.