Card Sort–Science

|  |  |
| --- | --- |
| At the start of a unit, students generate a variety of questions about toxic algal blooms. Throughout the unit, the class attempts to answer their questions based on what they have learned so far.* Driving Question Board (K20 Strategy)
 | Students prepare evidence-based answers to questions about universal expansion and engage in a structured class discussion of their answers. * Socratic Seminar (K20 Strategy)
 |
| There is a designated place in the classroom where students put questions that they did not want to ask during the lesson.* Parking Lot (K20 Strategy)
 | Students engage in an investigation about thermal energy transfer and answer the reflection prompt: “I used to think \_\_\_ about heat transfer, but now I know \_\_\_.” * I Used to Think…But Now I Know (K20 Strategy)
 |
| Students begin a lesson by watching a video about collisions in football. While watching, they record notes on what they observe and questions they have.* I Notice, I Wonder (K20 Strategy)
 | After a lesson on how human interactions with the environment impact our health, students identify their big takeaway: why it is important, and what they can do with the information.* What? So What? Now What? (K20 Strategy)
 |

|  |  |
| --- | --- |
| At the end of a lesson, students answer the question, “What point made during today’s lesson helped you to understand how DNA structure determines protein structure.”* POMS (K20 Strategy)
 | During a lesson about plate tectonics, students identify what point they find most unclear about how thermal convection drives the cycling Earth’s surface matter.* Muddiest Point (K20 Strategy)
 |
| At the beginning of a lesson about mathematical relationships among wave properties, students are asked to write down everything they know about wavelength, speed, and frequency.* Tell Me Everything (K20 Strategy)
 | Students create a creative one-page summary of how organisms use the elements that make up sugar molecules to form amino acids and other carbon-based molecules.* One-Pager (K20 Strategy)
 |
| During a lesson about the Dust Bowl, students write down all the sociocultural, agriculture, and ecosystem concepts they have learned on individual sticky notes and create a “map” that illustrates relationships among the ideas.* Concept Card Mapping (K20 Strategy)
 | **Assessment as Learning** |
| **Assessment of Learning** | **Assessment for Learning** |