



Differentiated Instructional Strategies for Science, Grades K-8

By Gayle H. Gregory, Elizabeth Hammerman

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Aligned with national science curriculum standards, this resource provides tools for differentiating science instruction, including sample lessons, assessment methods, rubrics, and a CD-ROM with reproducibles.

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Editorial Review

Review

"Teachers will find techniques to apply in the classroom immediately. The examples are user friendly and easy to understand. There is little doubt that using these strategies will enhance any science classroom." (Jennifer Linrud Sinsel, Fifth-Grade Science Teacher 2006-08-21)

"This book addresses a real area of need and contains an abundant set of strategies." (Susan Koba, Educational Consultant 2007-06-15)

"This is an excellent sourcebook for science teachers who are looking for strategies to engage diverse learners. The reader can look for a specific topic and find not only support for the strategies but also specific examples of the teaching tools. The charts, strategies, graphics, and rubrics are reader-friendly!" (Phyllis Milne, Associate Director of School Administration 2007-06-15)

"The book contains a lot of information about national science standards and multiple learning styles, plus good sample units in science and good suggestions for Web sites. The authors are great science teachers who believe wholly in engaging students in the wonder of the natural world." (Marcia LeCompte, Intermediate/Multiage Teacher 2007-06-15)

"The book provides very useful information for implementing differentiated instruction. Its research base plus concrete and useable examples mixes the theory with the practical. Teachers will find this book valuable." (Mandy Frantti, Science Teacher 2007-06-15)

"An impressively comprehensive collection of student-centered, research-based classroom practices in one slim, well-organized volume. This book would be a valuable resource to teachers in any setting. Preservice teachers are likely to keep it long after the class has ended to revisit management topics such as organizing a science notebook and creating cooperative groups, as well as to use or adapt the science-interest inventory and organizers for explaining and creating meaning. Districts will benefit from the book's focus on process skills and pedagogy as well as the integration of 21st-century literacy standards with the science content standards. Science specialists, gifted and talented resource teachers, and special educators will all appreciate the book's approach to high expectations for students, thinking and problem solving, and authentic assessment. The book would also be an excellent book study as part of the development of professional learning communities." (Teacher Education Materials (TE-MAT) Project 2008-08-29)

About the Author

Gayle H. Gregory is first and foremost a teacher, having experienced teaching and learning in elementary, middle, and secondary schools, community colleges, and universities. She has had extensive district-wide experience as a curriculum consultant and staff development coordinator. Gayle was principal/course director at York University for the Faculty of Education, teaching in the teacher education program. Her areas of expertise include brain-compatible learning, differentiated instructional and assessment strategies, block scheduling, emotional intelligence, student motivation, RTI Tier One, collaborative learning, common core, renewal of secondary schools, enhancing teacher quality, coaching and mentoring, managing change, and building professional learning communities. She also a trainer for Visible Learning Plus with Corwin.

She is an author of numerous books related to educational neuroscience and differentiated instruction, assessment, and curriculum, including the following titles:

- Data Driven Differentiation in the Standards-Based Classroom, Second Edition (2014, with Lin Kuzmich)
- Differentiated Instructional Strategies: One Size Doesn't Fit All, Third Edition (2013, with Carolyn Chapman)
- Differentiated Instructional Strategies Professional Learning Guide: One Size Doesn't Fit All, Third Edition (2013)
- Differentiated Literacy Strategies for English Language Learners, Grades K–6 and Differentiated Literacy Strategies for English Language Learners, Grades 7–12 (2011, with Amy Burkman)
- Differentiated Instructional Strategies for the Block Schedule (2010, with Lynne E. Herndon)
- Student Teams That Get Results: Teaching Tools for the Differentiated Classroom (2009, with Lin Kuzmich)
- Teacher Teams That Get Results: 61 Strategies for Sustaining and Renewing Professional Learning Communities (2009, with Lin Kuzmich)
- Differentiated Instructional Strategies for Science, Grades K–8 (2009, with Elizabeth Hammerman)
- Differentiating Instruction With Style: Aligning Teacher and Learner Intelligences for Maximum Achievement (2005)
- The Activities for Differentiated Classroom series (2007, with Carolyn Chapman)

She is affiliated with organizations such as ASCD and Learning Forward. Her ASCD publication is *The Motivated Brain: Improving Student Attention engagement and Perseverance* (2015, with Martha Kaufeldt).

Gayle consults internationally with teachers, administrators, and staff developers.

She and her family of two daughters and two granddaughters all reside in Burlington, Ontario.

Gayle is committed to lifelong learning and professional growth for herself and others. She may be contacted at gregorygayle@netscape.net, www.gaylehgregory.com, and @gaylegregory6.

Elizabeth Hammerman is a dedicated science educator and consultant. Her professional background includes teaching science at the middle school and high school levels and over 20 years of experience teaching university science education courses and co-directing funded grant projects. She has done extensive professional development with teachers in the field, specializing in curriculum development and implementation, performance assessment, and effective teaching and learning. The need for high-quality professional development programs and materials in science education became apparent throughout the many projects and professional relationships with teachers who were eager to increase their knowledge base, skills, and confidence for teaching science more effectively.

Hammerman has co-authored a book on performance assessment in science and authored a database of science assessment tasks. She has published articles, presented programs at national conferences, consulted nationally, and developed curriculum and assessments for cutting-edge school districts and commercial products.

Since relocating to North Carolina in 1999, Hammerman has been a math/science consultant for a

consortium of seven county school systems, has taught undergraduate and graduate courses in teacher education and science education, served as director of education and professional development for Virtual Learning Systems, and worked as a consultant for the North Carolina Department of Public Instruction. She is actively involved in professional development and continues to work on a series of professional development books for science education for Corwin Press.

Users Review

From reader reviews:

Jonathan Head:

The book Differentiated Instructional Strategies for Science, Grades K-8 give you a sense of feeling enjoy for your spare time. You can use to make your capable more increase. Book can to become your best friend when you getting tension or having big problem with your subject. If you can make looking at a book Differentiated Instructional Strategies for Science, Grades K-8 for being your habit, you can get far more advantages, like add your capable, increase your knowledge about a few or all subjects. You can know everything if you like open and read a reserve Differentiated Instructional Strategies for Science, Grades K-8. Kinds of book are several. It means that, science reserve or encyclopedia or other people. So , how do you think about this guide?

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