CRS
COMMUNITY RESOURCES FOR SCIENCE
practical support for great science teaching

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Creating Accessible Lessons	
Reading Accessible	*Use large printing on board, overhead or slides*
Hearing Accessible	*Use a strong, positive voice for all teaching*
Physically Accessible	*Be aware of students with physical needs and circulate during activities to help with tasks as needed*
Connecting with Identity	
KWL or "I Notice, I Wonder"	*use language to explore existing ideas and feelings*
References to gender or cultural role models	*use of pictures, stories, videos, names in examples to connect with different groups within class*
References to cultural practices or customs	*connecting lessons to common foods or holidays*
Providing Support for Language Learners	
Material Inventory	*Name/Touch activity materials before instructions to clarify material vocabulary and provide tactile introduction*
Clear Instructions: Say it, Write it, Show it	*Explain steps, provide written version of steps as hand-out and demonstrate actions*
Provide support for general communication	*Include multiple opportunities to practice verbal communication in different sized groups during activity and to write down explanations and vocabulary.*
Provide support for using academic language	*Write all academic language and definitions on board before asking students to label or record ideas. Model use of academic language during summary of Explain section.*
Attracting Different Learning Preferences	
Linguistic Learning	*Ask students for verbal and written explanations and discussions. Allows use of linguistic skills to learn and use academic language*
Logical-Mathematical Learning	*Include opportunities to solve problems, collect organized data, use math functions, sort and see patterns, draw conclusions from results.*
Musical Learning	*Look for or create rhymes, raps or songs that can help students listen to and remember ideas and vocabulary. Alow students to make up their own songs to present ideas to class.*
Bodily-Kinesthetic Learning	*Use body movements in Explore and Explain to solve puzzles or problems, do tasks, model abstract ideas, create physical memory aids, and explain conclusions.*
Spatial Learning	*Use graphics to illustrate relationships, relative size, position, and movement. Encourage students to draw pictures and graphs to record results and explain their ideas.*
Interpersonal Learning	*Allow students to work in teams or with partners during activities, to develop their ideas by talking to each other , and to explain ideas to each other in group discussion.*
Intrapersonal Learning	*Build in time for individual students to think on their own before sharing and to record their own ideas, feelings, observations, and conclusions in journals or worksheets.*