



# Inspire Science

User-Friendly • Connected • Inspiring

Digital  
Tour Guide





Welcome & Login

Choose Your Course

Explore the Teacher Center Home Page

Launch Lesson Presentations

Lesson Anatomy

Access Lesson Plans

Access Resource Library

Professional Development

## Welcome to the Tennessee Inspire Science Digital Experience

Thank you for taking the time to review Tennessee Inspire Science. This step-by-step Digital Tour Guide will help you find your way through the many engaging interactives that support Tennessee Inspire Science print resources.



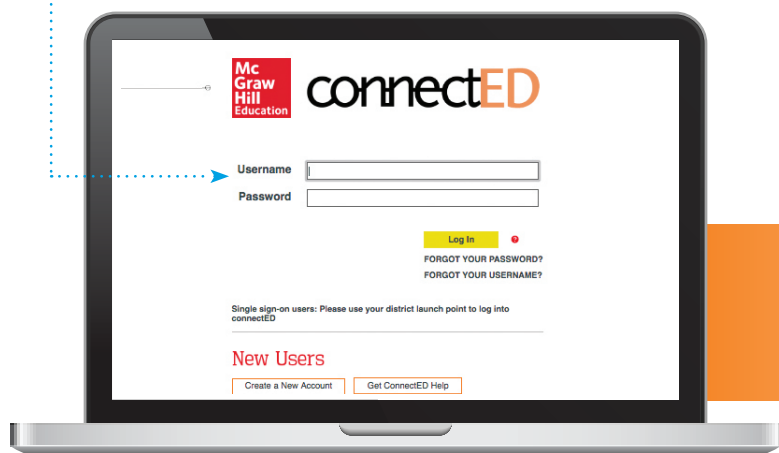
HALEY  
Astronomer

Ready to Start Your Digital Tour?

Visit [connected.mcgraw-hill.com](http://connected.mcgraw-hill.com)

### Log In

To get started, go to [connected.mcgraw-hill.com](http://connected.mcgraw-hill.com), enter your username and password, received from registration at [mheonline.com/tennessee](http://mheonline.com/tennessee) and select the yellow Log In button.



Learn how to access **Tennessee Correlations** and the **Reviewer's Guide** on page 3.

- Welcome & Login
- Choose Your Course**
- Explore the Teacher Center Home Page
- Launch Lesson Presentations
- Lesson Anatomy
- Access Lesson Plans
- Access Resource Library
- Professional Development

## My Home

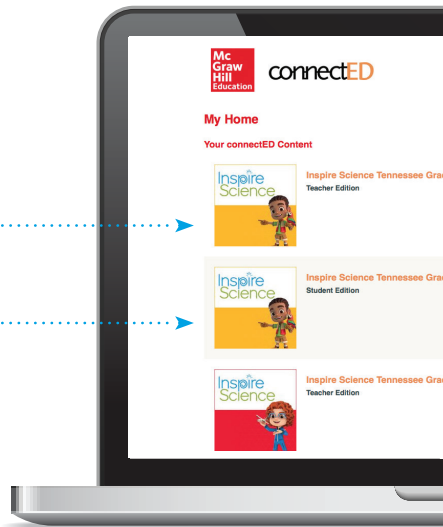
### The Tennessee Inspire Science Digital Book Bag

Once you log in, the first screen you will see is “My Home”—also known as the ConnectED Book Bag. This view provides access to your student and teacher courses.



Access the Digital **Teacher Center**

Access the Digital **Student Center**



**Inspire Science Tennessee Grade K**  
Teacher Edition



**Inspire Science Tennessee Grade K**  
Student Edition



**Inspire Science Tennessee Grade 1**  
Teacher Edition



**Inspire Science Tennessee Grade 1**  
Student Edition



**Inspire Science Tennessee Grade 2**  
Teacher Edition




**NOAH**  
Nurse

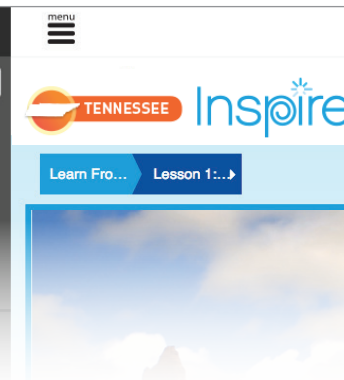
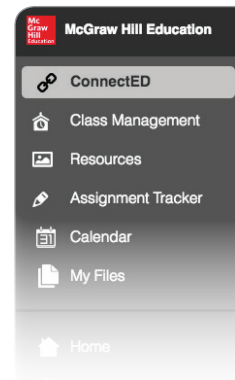


### Start Here!

Click any course to start.

### Need to Return to My Home?

To get back to your book bag, just select “ConnectED” from the main menu 



## Teacher Center Home Page

The Tennessee Inspire Science Teacher Center home page provides quick access to your Lesson Presentations, the Student Lesson view, the STEM Career Kid Videos, and Assignments. Just select the module and lesson you need from the Module and Lesson Menu, and the key tools for that lesson will appear in the Lesson Resources carousel.



### Main Menu

Open the Main Menu to access the key links, including your Digital Lesson Plans and Professional Development resources.

### Module and Lesson Menu

Access digital resources by choosing the module and lesson from the drop-down menu.

### Lesson Resources Carousel

This is one of the many ways to access digital resources that accompany each lesson.

The screenshot shows the Teacher Center interface. On the left is a dark sidebar menu with icons for various tools like 'ConnectED', 'Class Management', 'Resources', 'Assignment Tracker', 'Calendar', 'My Files', 'Home', 'Lesson Plan', 'Assessment', 'Standards', 'Correlations', 'Professional Development', 'Glossary', 'Notebook', 'My Messages', and 'My Discussions'. The main content area features a video player with a cartoon boy holding a remote, a 'Lesson Resources' carousel with three thumbnails, and a calendar for Thursday, Jun 09, 2016, showing no scheduled lesson plans, assignments due, or events. A footer contains copyright and legal information.

### STEM Career Kid Videos

The STEM Career Kid Videos help students learn about STEM-based careers they may pursue one day.

### Calendar

Simplify planning by adding lessons, assignments, or your own plans directly on your Planning Calendar.



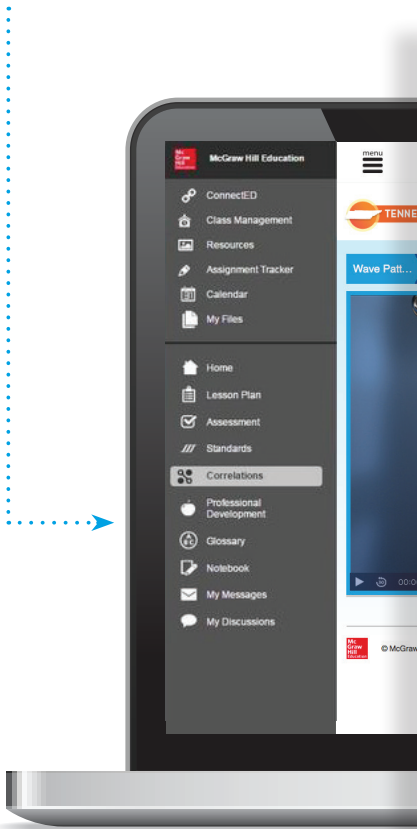
## Access Correlations and Review's Guide

We know reviewing a new curriculum program in a digital experience can be a challenge. That's why we've provided a number of resources to help make your review as easy as possible, including an interactive correlations tool where you can link directly from a correlations table to the digital content that meets the standard.

First, select the Main Menu by clicking 

To access the Reviewer's Guide, select **Correlations from the Main Menu:**

Just click on "Correlations" in the Main Menu and you will see the tools you need to get familiar with the overall program design and the alignment to Tennessee Academic Standards for Science.



- ### 1

Welcome & Orientation

The Welcome & Orientation provides a brief introductory look at the Tennessee Inspire Science program.
- ### 2

Tennessee Science Correlation

The Tennessee Science Correlation provides you with direct links to the resources that meet each of your science standards.
- ### 3

Digital Tour Guide

The Digital Tour Guide provides you with a step-by-step guide for reviewing the Tennessee Inspire Science digital Teacher Center and Student Center in the ConnectED teaching and learning environment.
- ### 4

Program Overview

The Program Overview allows you to learn more about the Tennessee Inspire Science instructional model, lesson format, program components, and engaging resources.

## Lesson Presentation

The Tennessee Inspire Science Lesson Presentations provide a step-by-step guide through each lesson. The presentations are completely aligned to the lesson content, fully customizable, and embedded with multimedia assets.

### Customize Presentations

Quickly and easily customize each presentation by adjusting existing slide order or uploading your own resources to the presentation in the slide sorter view.

To access this slide sorter view, select the waffle icon in the bottom left-hand corner of your lesson presentation view.



### Launch Digital Resources

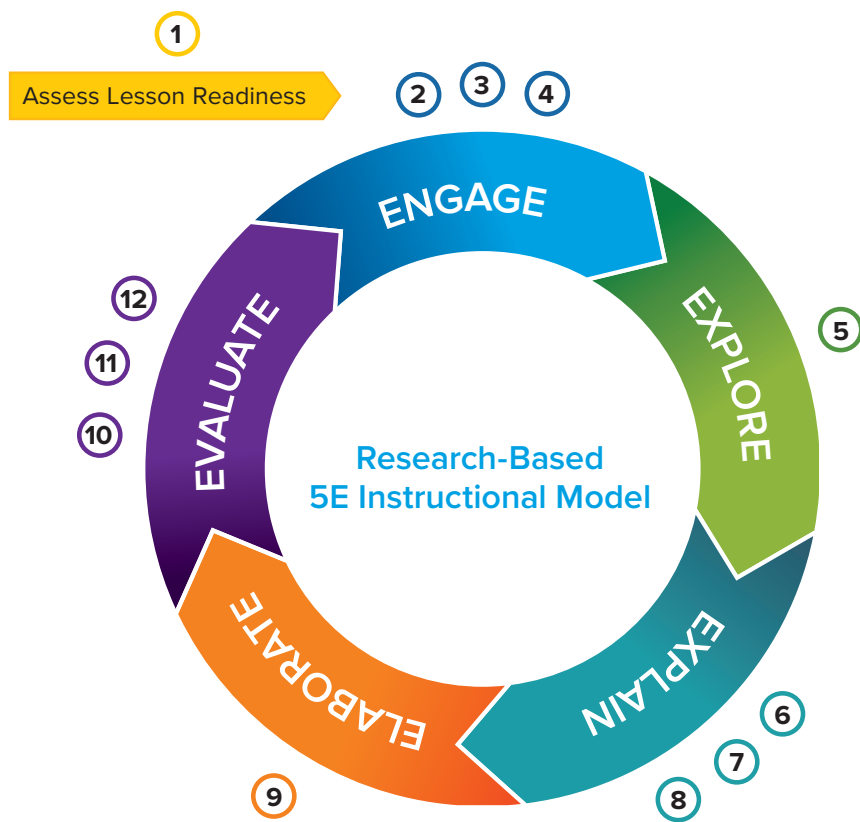
You can launch digital resources right when you need them directly from the presentation slides.



MAYA  
Geologist

## The Tennessee Inspire Science Lesson Anatomy

Inspire Science lessons are designed with the familiar and proven 5E instructional model, and the McGraw-Hill Education Key Steps to Three-Dimensional Instruction. Each lesson begins with a phenomenon to explore through the lens of the science and engineering practices. This exploration presents new questions and problems to solve, which creates a motivational circumstance for learning the content knowledge of the Disciplinary Core Ideas.



### Key Steps to Three Dimensional Instruction

- 1 Page Keeley Science Probes

---

- 2 Science in Our World
- 3 Essential Question
- 4 Science and Engineering Practices

---

- 5 Inquiry Activity

---

- 6 Obtain and Communicate Information
- 7 Reflect and Refine
- 8 Science and Engineering Practices

---

- 9 Research, Investigate, and Communicate

---

- 10 Performance Task
- 11 Essential Question
- 12 Science and Engineering Practices

#### Approximate Pacing

(based on 45-minute teaching blocks)

Module = 1 month of instruction

Lesson = 8-10 days of instruction

Fast Track = 4-6 days of instruction



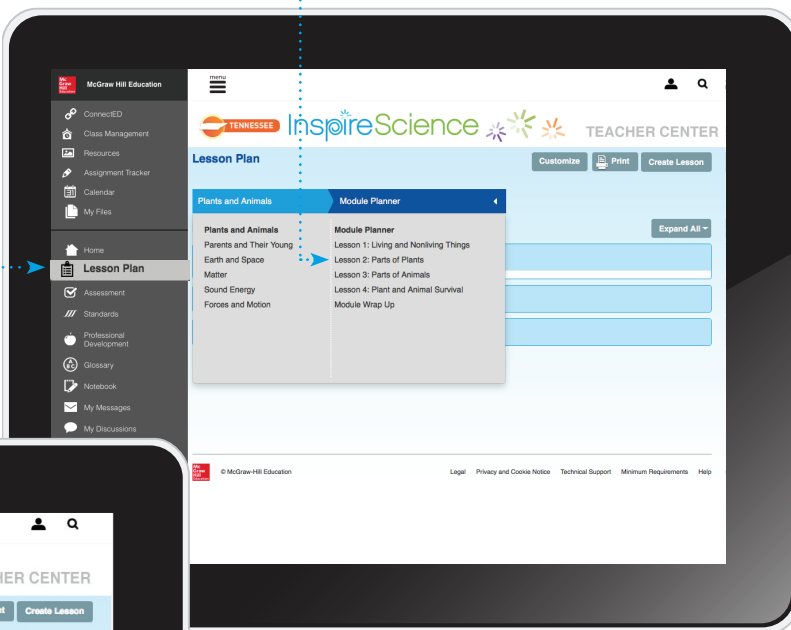
## Lesson Plans

The Tennessee Inspire Science Lesson Plans are easy to use and fully customizable, giving you complete control of how you craft your lessons. All the resources you need are conveniently located in one place with access to a myriad of robust materials for every lesson.

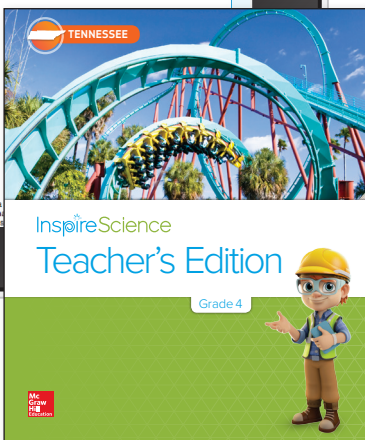
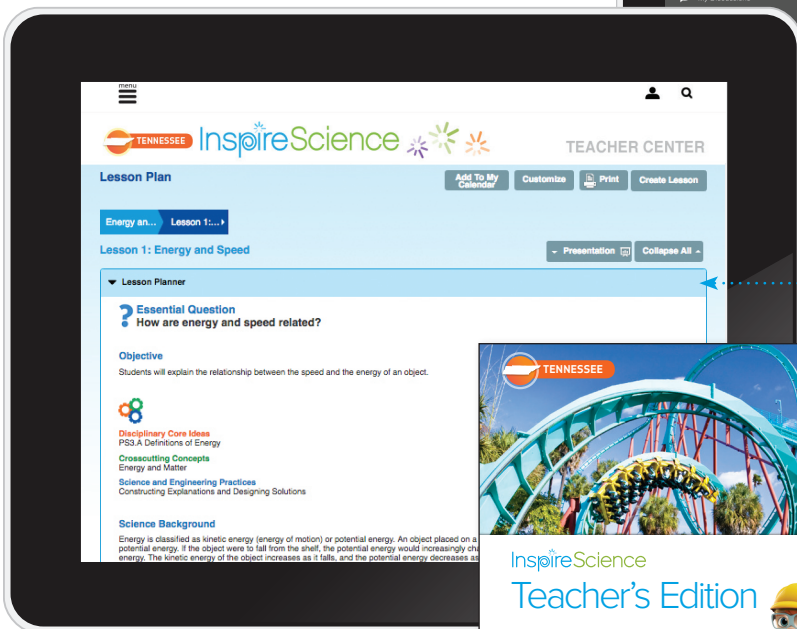
To access the Tennessee Inspire Science digital lesson plans, select Lesson Plan from the Main Menu :

2 Choose the module and lesson you need from the Module and Lesson Menu.

1 First, select Lesson Plan from the Main Menu.



3 Open the Lesson Plan folders to access your instructions and digital resources.



You can also access your lesson plans in ConnectEd by using the Teacher's Edition files in Resources:

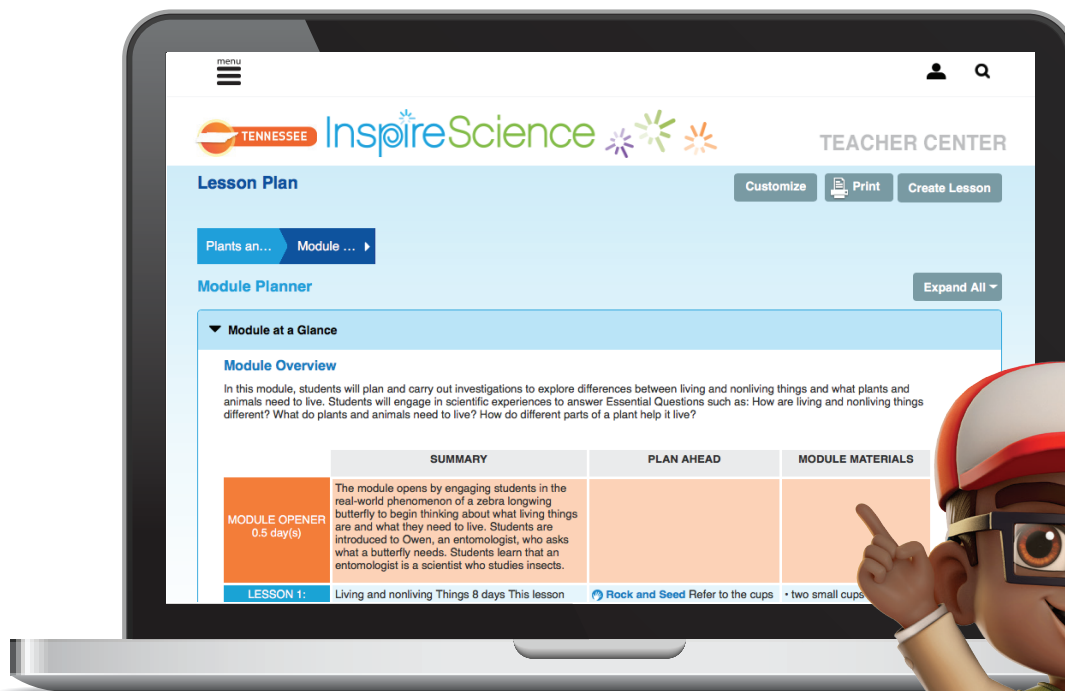
1. Select "Resources" from the Main Menu.
2. Select "Program Resources" and "Teacher's Edition PDFs" from the Lesson Search Tab.



▼ **Module at a Glance**

## Module at a Glance

Each Module at a Glance includes a module overview, lesson summaries, and easy-to-use pacing guides. Be prepared with the Plan Ahead section that includes detailed materials lists for each hands-on activity.



CJ  
Statistician



To help you prepare ahead of time, the hands-on activities and the materials you will need are listed in the Module at a Glance folder.



▼ Three Dimensional Learning

# Three Dimensional Learning



Explore the Three Dimensional Learning folder and see how the three strands support Performance Expectations, as well as the ELA/Literacy and Mathematic cross-curricular connections. Three-dimensional learning in science engages students in an approach that continually extends, refines, and revises knowledge.

▼ Three Dimensional Learning

Three dimensional learning in science engages students through the following strands: **Disciplinary Core Ideas, Science and Engineering Practices, Crosscutting Concepts.**

These three strands support Performance Expectations which require a student to apply a Science and Engineering Practice to content knowledge.

In this module, **Energy and Motion**, concentrates on the relationship between speed and energy and the energy changes that occur during collisions. As you teach, model how scientists and engineers use practices to understand and communicate content that is connected across disciplines.

**Prior Knowledge**

WHAT STUDENTS SHOULD KNOW GOING INTO THIS MODULE

**Disciplinary Core Ideas**

THE CONTENT IN FOCUS  
(for example, "The Universe and Its Stars")

**Science and Engineering Practices**

THE SKILLS  
(for example, "Developing and Using Models")

**Crosscutting Concepts**

THE COMMON THEMES  
(for example, "System and System Models")

Tennessee Academic Standards for Science

**STUDENTS APPLY AND DEMONSTRATE THEIR UNDERSTANDING**

Students apply and demonstrate their understanding by using the Disciplinary Core Ideas, the Science and Engineering Practices and the Crosscutting Concepts together.

(for example, "Use observations of the sun, moon, and stars to describe patterns that can be predicted.")

**Cross-Curricular Connections**

**LITERACY MATH**

**ALL GREAT SCIENTISTS AND ENGINEERS NEED STRONG LITERACY AND MATH SKILLS.**

The Tennessee Inspire Science lesson include cross-curricular connections with quick and easy references to the specific literacy and math skills being reinforced through the science investigations.

Decoding the Tennessee Academic Standards for Science

▼ Inspiring All Students

Use differentiated instruction, ELL strategies, and leveled readers to inspire all your students to learn exciting science concepts.

Provide meaningful content interaction by scaffolding differentiated strategies.

Facilitate learning by frontloading important content vocabulary.

Integrate literacy skills and science content together to build language and expand science knowledge simultaneously.

Use Lexile levels to easily determine the correct book for each of your students.

▼ Inspiring All Students

Are you ready to inspire your students with exciting science content? Use these pages to prepare to reach all of your students with different strategies to scaffold your instruction and plan for successful learning.

**Differentiated Instruction**

**Module Concept** Plants and animals need food for energy. They both use cellular respiration to change food into energy and must survive changes in the ecosystem. Help students connect these key module concepts.

**Approaching Level** Create a two-column chart with labels **Plants and Animals**. Ask, "What do plants and animals need to survive?" List responses. Have students share ideas about the similarities and differences in the lists.

**On Level** Have small groups infer/deduce solutions to the problem of excess algae growth in a lake. Ask volunteers to share their group's ideas. List pros and cons for each group's proposed solution.

**Beyond Level** Have students research biodegradable traps and draw a labeled diagram showing how they trap and consume insects.

**ELL Strategies**

**Frontload Vocabulary** Have students work in pairs. Assign an equal number of module vocabulary words to each pair of students. Direct them to vocabulary resources, such as glossaries, VIVA, Notebook Foldables, and bilingual dictionaries. Have each pair research the meanings of their assigned vocabulary. Post terms on a word wall. Clearly pronounce each term and have students repeat chorally until firm. Many of the terms have letter-sound combinations that may give students trouble. For example, point out the /k/ sound made by ch in chlorophyll and chloroplast. The /sh/ sound made by sh in adaptation may also be difficult for students to pronounce. After modeling pronunciation, have the pair assigned to each vocabulary term share what they know about its meaning and add their information to the word wall.

**Emerging Level** **Show What You Know** Display an image of a lake with too much algae and refer to it to clarify terms as you read the microbiologist's text. Have pairs reread the selection. Provide translation tools to help them with unfamiliar language. Ask students questions that can be answered with a word or phrase. "What color was the water? Why is the water green? What do algae provide for fish?"

**Expanding Level** **Report Back** After students have read the microbiologist's text, ask them to summarize it. Provide sentence frames: *The water is green because \_\_\_\_\_. Too much algae is bad because \_\_\_\_\_. There is too much algae because \_\_\_\_\_. The microbiologist will \_\_\_\_\_. Listen for correct English pronunciation and usage. Monitor and provide necessary feedback.*

**Bridging Level** **Word Knowledge** Display the following cause-and-effect words and phrases: because, since, then, if, as a result, due to. Have students describe cause-and-effect relationships as they summarize the microbiologist's text. Have students use the words and phrases on the board to describe other ways humans have affected the environment, either positively or negatively.

**Cognates**

camouflage	camuflaje	chlorophyll	clorofila	commensalism	comensalismo
habitat	habitat	limiting factor	factor limitante	mutualism	mutualismo
oxygen	oxigeno	phloem	floema	xylem	xilema

**Literacy Support: Using the Leveled Readers**

Inspire Science offers five versions of each Leveled Reader (Approaching, On Level, Beyond, ELL, and Spanish) to ensure success for all learners. A fictional story included in each Leveled Reader engages students in key lesson topics. The nonfiction portion of each Leveled Reader focuses on real-world topics and makes informational text accessible to all learners. This approach enables students to further develop their literacy skills in science.

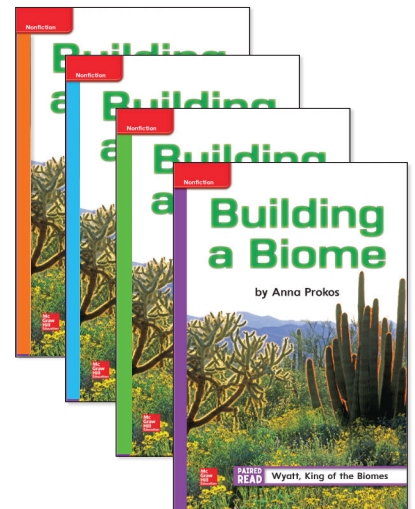
**Building a Biome**

**Summary** This book describes the unique Deserts Biome at the Indianapolis Zoo.

**When to Use** Use this book at the end of the module and in the next module. Discuss the challenges the scientists at the Indianapolis Zoo faced in creating the desert biome. Identify strategies that are used to re-create food chains and to select plants and animals that could be sustained in this human-made environment.

**Lexile Level**

Approaching 730	On Level 800	Beyond 960	ELL 800
--------------------	-----------------	---------------	------------



Tennessee Inspire Science offers two leveled reader titles per module with five versions of each (Approaching, On Level, Beyond,

ELL, and On-Level Spanish) to ensure success for all learners. Each leveled reader is available in digital and print.

- Approaching
- On Level (available in Spanish)
- Beyond
- ELL



▼ Module Opener

## Module Opener and Science Phenomenon

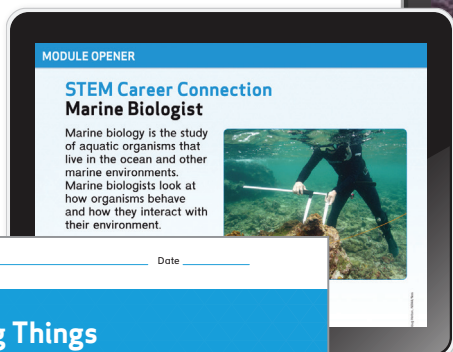


The Module Opener kicks off the module by exploring an exciting science phenomenon with STEM career connections.

Every module begins with a video or picture of a science phenomenon and a phenomenon question that will spark students' curiosity and start an engaging conversation that promotes deeper thinking.



Make STEM career connections.



MODULE OPENER   Name \_\_\_\_\_   Date \_\_\_\_\_

### Types of Living Things

**Science in Our World**

Look at the eye of the cuttlefish. Why do you think the cuttlefish has pupils that are shaped like a "W"? What questions do you have about the picture?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Key Vocabulary**

Look and listen for these words as you learn about the structures and functions of living things.

adaptation	cone	internal structure
external structure	photosynthesis	respiratory system
respiration	response	stimulus
stomata	structural adaptation	transpiration

2 Module Opener Types of Living Things

MODULE OPENER   Science and Engineering Practices

**I will engage in argument from evidence.**

**I will develop and use models.**

HIRO  
Ocean Engineer

"I will . . ." statements reference a science and engineering practice and provide students with an overview of what they will be learning.





Lesson Planner

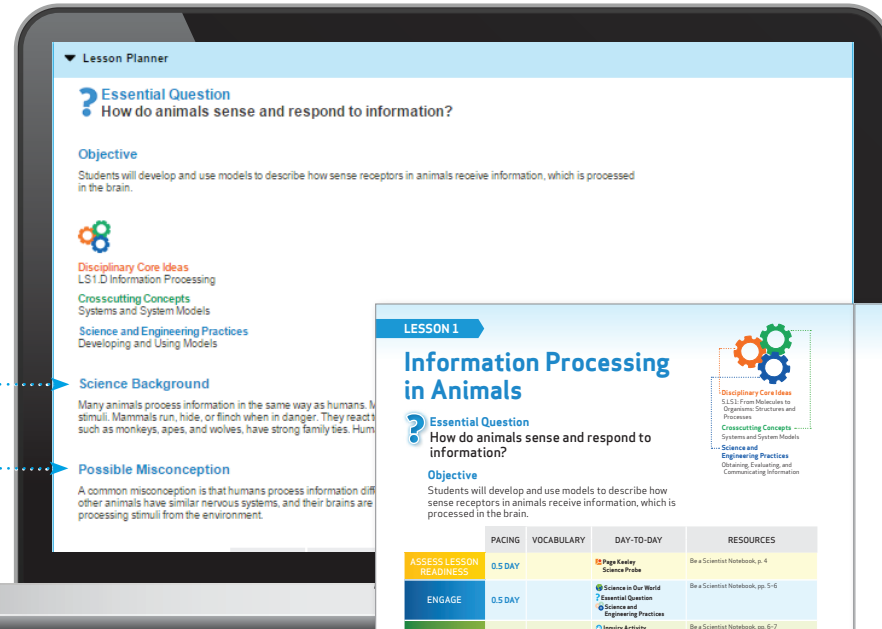
# Lesson Planner

Within each lesson, the lesson plan introduces you to the essential question, lesson objectives, and a detailed pacing guide. Feel supported with thorough science content background information and common misconceptions.

Each lesson has detailed science background information to help you feel like a science guru.



**JORDAN**  
Animal Trainer



Possible misconceptions are provided so you are prepared to address student misunderstandings.

### LESSON 1

## Information Processing in Animals

**Essential Question**  
How do animals sense and respond to information?

**Objective**  
Students will develop and use models to describe how sense receptors in animals receive information, which is processed in the brain.

**Science Background**  
Many animals process information in the same way as humans. Mammals run, hide, or flinch when in danger. They react to stimuli such as monkeys, apes, and wolves, have strong family ties. Humans are not the only species that feels affection or loss.

**Possible Misconception**  
A common misconception is that humans process information differently than other animals. Make it clear to students that other animals have similar nervous systems, and their brains are divided into similar sections that are meant for processing stimuli from the environment. Although they are similar in process, humans are able to carry out much more complex actions with their nervous systems than animals.

	PACING	VOCABULARY	DAY-TO-DAY	RESOURCES
ASSESS LESSON READINESS	0.5 DAY		Page Keeper Science Probe	Be a Scientist Notebook, p. 4
ENGAGE	0.5 DAY		Science in Our World Essential Question Science and Engineering Practices	Be a Scientist Notebook, pp. 5-6
EXPLORE	1 DAY		Inquiry Activity Talk About It	Be a Scientist Notebook, pp. 6-7
EXPLAIN	3 DAYS	nervous system brain sensory central nervous system peripheral nervous system sensory organ instinct reflex	Obtain and Communicate Information Inquiry Activity Sort and Define Science and Engineering Practices	Be a Scientist Notebook, pp. 8-14 The Brain and Parts of the Nervous System Science Handbook, pp. 32-33, 70, 75-76 Brain Illustration
ELABORATE	1 DAY		Research, Investigate and Communicate	Be a Scientist Notebook, pp. 14-16 Science Handbook, pp. 30-31 Notebook Folders, p. 1913
EVALUATE	1 DAY		Performance Task Essential Question Science and Engineering Practices	Be a Scientist Notebook, pp. 16-19 Night Vision Goggles Assessment
	7 DAYS	1 DAY = 45 MINUTES		DIGITAL INTERACTIVE   BOOK   VIDEO   SCIENCE FILE

INQUIRY ACTIVITIES / PERFORMANCE TASK	MATERIALS	PACING	FAST TRACK RESOURCES
Science of Touch: Students will use their sense of touch to order three pieces of material by roughness without using their sense of sight.	3 envelope samples of different grades, material for blindfold, hand lens	0.5 DAY	Be a Scientist Notebook, pp. 5-6
Reaction Time: Students will explore how quickly their nervous system can react to visual information.	metronom	2 DAYS	Be a Scientist Notebook, pp. 9-12 The Brain and Parts of the Nervous System Science Handbook, pp. 32-33, 70, 75-76 Brain Illustration
Comparing Senses: Students will design a model to compare the senses of human and dog paws.	research materials, various classroom resources to build a model.	1 DAY	Assessment Science Handbook, pp. 30-31
		4 DAYS	1 DAY = 45 MINUTES

The lesson pacing guide breaks down the day-to-day instruction, the resources you will use, hands-on activities, and the necessary materials.

Fast track pacing is also available when time is of the essence.



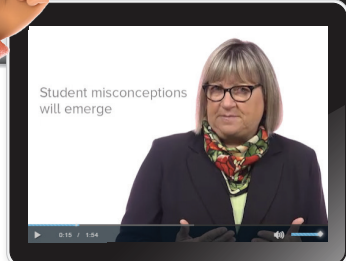
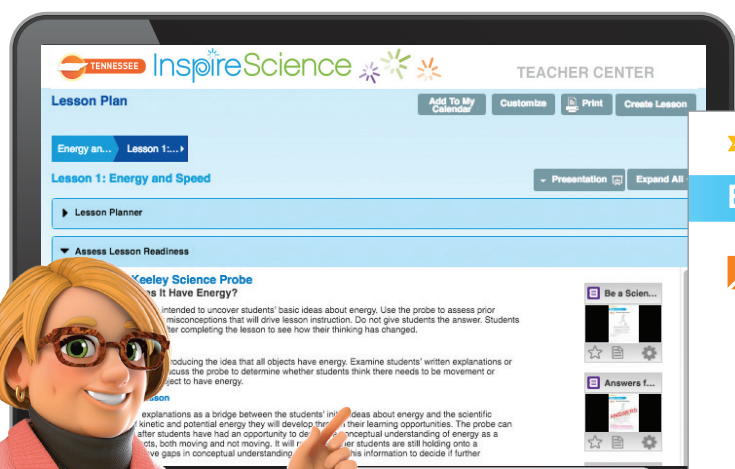
Assess Lesson Readiness

# Assess Lesson Readiness with Page Keeley's Science Probes

You will be able to assess student readiness with a Page Keeley Science Probe in every lesson. Each Page Keeley Probe includes teaching and learning implications, how to use the probe, common misconceptions, and a teacher explanation.



Page Keeley's Science Probes are included in every lesson. The science probes are intended to uncover students' initial ideas.



Select Professional Development from the Main Menu to access a library of Page Keeley's coaching and strategy videos that will help you maximize each lesson's science probe.

**PAGE KEELEY, MEd**  
Author and Educator

ASSESS LESSON READINESS Name \_\_\_\_\_ Date \_\_\_\_\_

## Energy and Speed

**PAGE KEELEY SCIENCE PROBES** **When Does It Have Energy?**

Four friends were playing kickball. They each had different ideas about the ball and energy. This is what they said:

Lily: The ball has to be on the ground, not moving, to have energy.  
 Mike: The ball has to be moving to have energy. It doesn't matter how fast it is moving.  
 Otto: The ball has to be moving very fast to have energy.  
 Ava: The ball has energy when it is both moving and not moving.

Who do you agree with the most? Ava

Explain why you agree.  
A moving ball has energy, but the ball could still have energy when it is not moving because of its position above the ground.

4 Module **Energy and Motion**

After students record their answers to questions about the probe independently in their Be a Scientist Notebooks, they are encouraged to discuss and display their ideas.

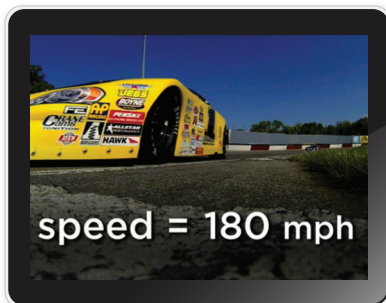
Engage

# Engage

The Engage phase inspires curiosity with science phenomenon demonstrations, videos, or photos. You'll be able to discover science phenomena through the same lens as scientists and engineers, as well as participate in group discussions that explore core concepts the lesson will reveal. You can then further the conversation and create student interest by introducing the STEM Career Connections.



Spark students' curiosity with the lesson phenomenon and start a conversation.



Learn about an exciting STEM Career that connects with the lesson.

ENGAGE

**STEM Career Connection**  
**Automotive Engineer**

All vehicles need energy to be able to do work and have speed. One type of engineer that works to understand energy and speed in vehicles is an automotive engineer.

Collect evidence throughout the lesson to engage in Science and Engineering Practices.

ENGAGE   Science and Engineering Practices

**I will construct explanations.**

Name \_\_\_\_\_ Date \_\_\_\_\_ ENGAGE

**Science in Our World**

Watch the video of the race car. What questions do you have?  
Accept all reasonable questions.  
Sample questions: How does the car move so fast? Can I be a race car driver?

Read about an automotive engineer and answer the questions on the next page.

**STEM Career Connection**  
**Automotive Engineer**

We are making great progress on the design of the new solar-powered bus! Today I completed the computer model of the vehicle. It looks great!

Tomorrow I will present the design to the rest of my team. They are concerned about the speed at which the bus will be able to travel. Many older versions use too much energy and go very slowly over short distances. My new design will be able to carry people throughout the city quickly, and it will use less energy.

If my team approves the design, our next step will be to decide what type of materials we should use for the exterior and interior parts of the bus. My team and I will have to consider many factors, such as the strength, weight, and cost of the materials.

Automotive engineers need to understand how speed, energy, and mass all work together.

RILEY  
Automotive Engineer

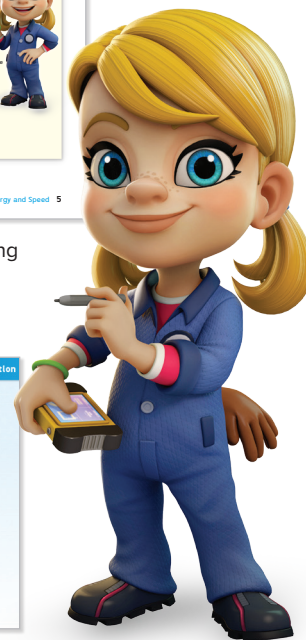
Online Content at [www.02engage.nl.com](https://www.02engage.nl.com)   Lesson 1 Energy and Speed 5

Help students improve critical learning skills as they turn their observations into questions.

ENGAGE   ? Essential Question

**How are energy and speed related?**

Build upon learning as students use prior knowledge and observations to attempt to answer the Essential Question.

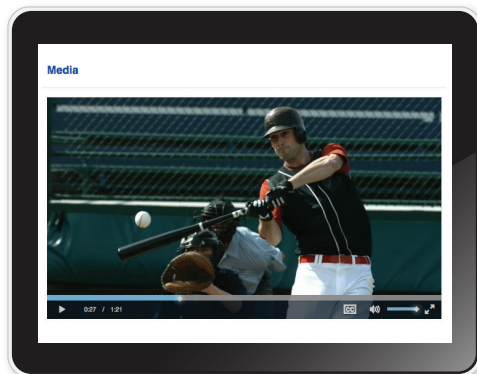


**RILEY**  
Automotive Engineer

▼ Explore

# Explore

In the Explore phase of the lesson, students will use hands-on activities, simulations, videos, demonstrations, and more to carry out investigations, collect and interpret data, and get more involved in the lesson concepts to start building understanding.

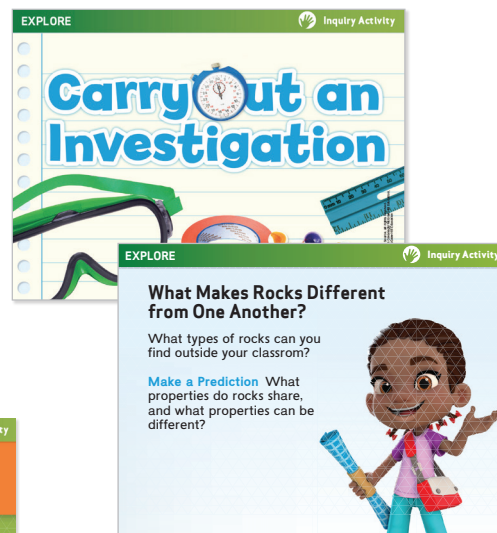


Students will get excited about their learning when they participate in inquiry activities using simulations and videos.



**JIN**  
Paleontologist

Use hands-on activities and teacher-led demonstrations to make predictions, carry out investigations, record and analyze data, communicate findings, and construct explanations.



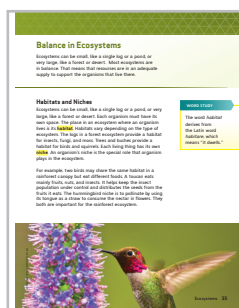
Use interactive tools to communicate findings and make connections.



▼ Explain

# Explain

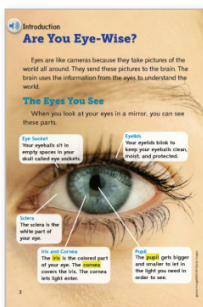
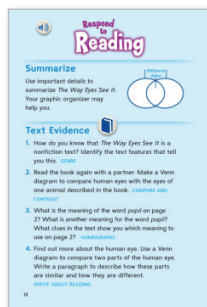
Connect literacy and science through inquiry by providing students with an array of print and interactive resources to conduct research and explain their understanding. Students develop research and reading skills while deepening their understanding of core science topics, and learn to connect this learning back to prior experiences and the essential question.



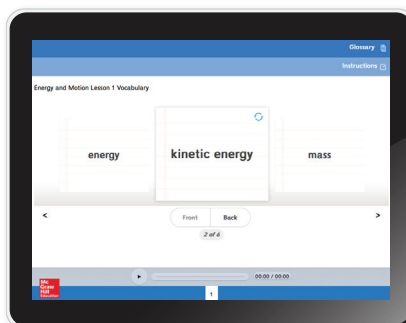
Integrate literacy with science instruction to help your students build literacy skills while they are learning science.



Make fictional and informational text connections with Science Paired Read Aloud books.



Build summary and text evidence skills with leveled readers.



Vocabulary interactives reinforce important terminology and key concepts in a fun and engaging way.



The Tennessee Inspire Science digital learning games (developed by Filament Games) teach and reinforce deeper conceptual science understanding by immersing students in experimental learning through play.



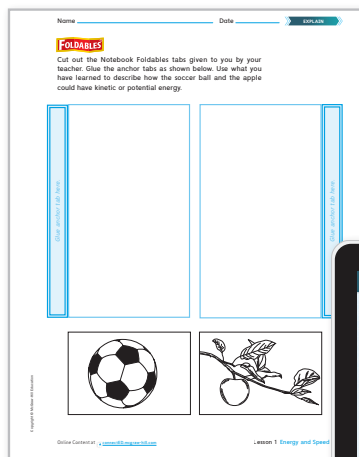
ERIK  
Video Game Designer



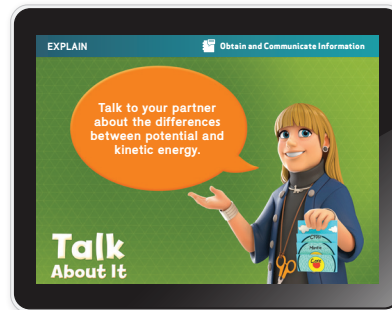
▼ Explain

## Further the Explanation with Dinah Zike's Foldables and VKVs

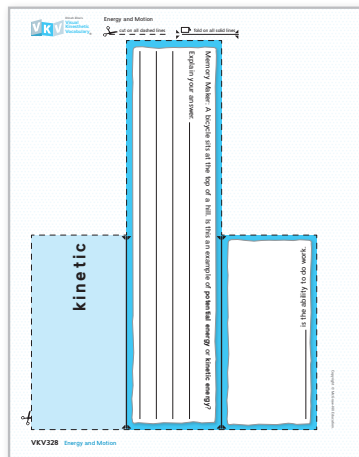
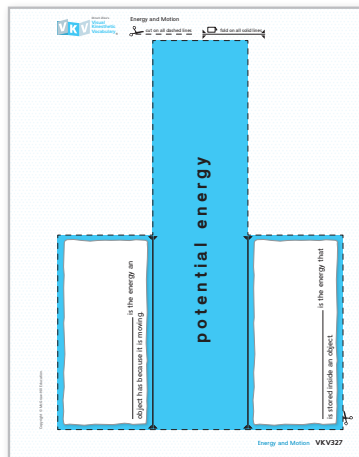
Use Dinah Zike's Notebook Foldables® as a tool to organize important lesson information and Visual Kinesthetic Vocabulary Foldables® to construct meaning and master lesson vocabulary.



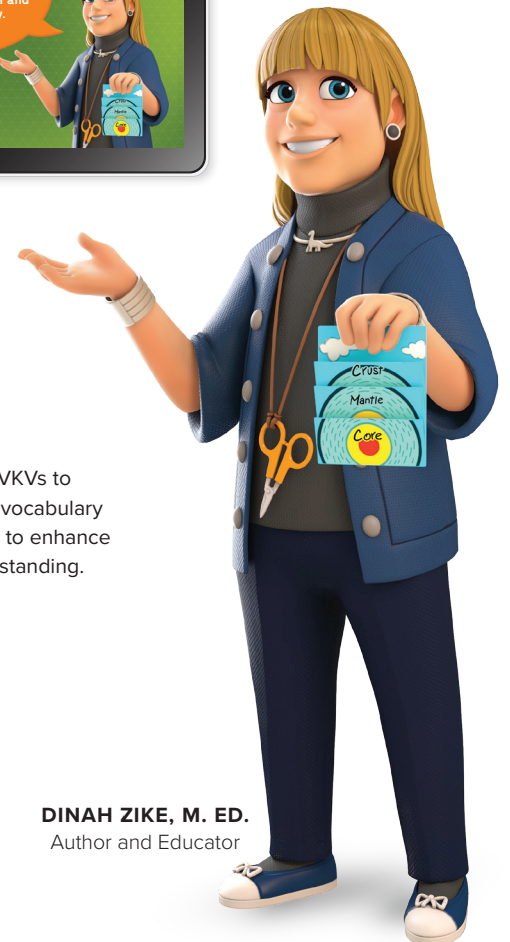
Use Dinah Zike's Notebook Foldables® to organize important lesson information, expand learning, and discuss findings.



Use the Talk About It question to assess students' understanding.



Use Dinah Zike's VKVs to reinforce content vocabulary and key concepts to enhance conceptual understanding.



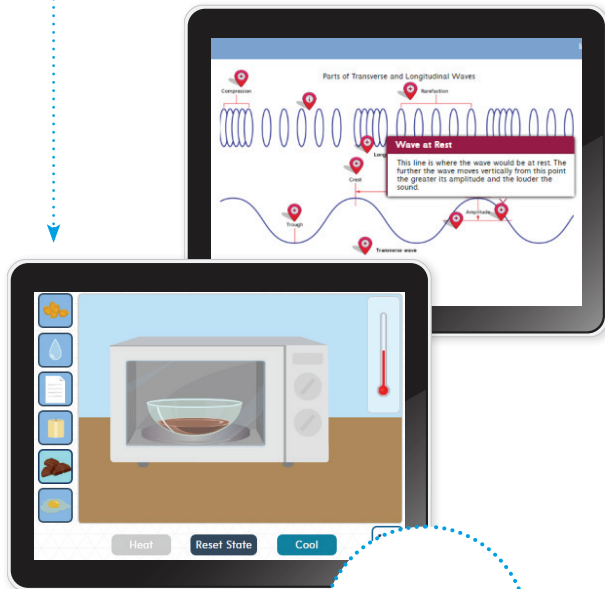
**DINAH ZIKE, M. ED.**  
Author and Educator

Elaborate

# Elaborate

Help your students revise their thinking by reflecting on past answers to see how their judgment has evolved. They will explore new options for further refinement of their understanding through investigations, modeling, research, and communicating with data and evidence.

Students will conduct research and participate in inquiry activities, simulations, interactives, and more to further their understanding and communicate their findings.



We have partnered with The Concord Consortium to create simulations that provide interactive models that would be difficult to replicate in a classroom.



**EMILY**  
Aerospace Engineer

ELABORATE   Name \_\_\_\_\_   Date \_\_\_\_\_

**Research, Investigate, and Communicate**

**Forest Research**

**Research** You will research the characteristics of two forest plants and compare them.

**Ask a Question** What question will your research help to answer?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Use the compare and contrast graphic organizer to record information about two forest plants of your choice.

78 Module Plant Environments

In the Elaborate phase, students expand on what they've learned and advance their communication and writing skills. As well as apply reasoning skills and engage in argument from evidence.

▼ Evaluate

# Evaluate

Guide students to demonstrate their understanding of the Essential Question and phenomenon by completing a final performance task, e-Assessment questions, and the “I Did” statements.

Students reflect on the lesson, then rate themselves on their level of content understanding and their proficiency of the Science and Engineering Practices that were targeted in this lesson.



Name \_\_\_\_\_ Date \_\_\_\_\_ EVALUATE

**Essential Question**  
**How do body parts help animals?**

Think about the video of the sea turtle at the beginning of the lesson. Use what you have learned to tell how body parts help animals survive.

Sample answer: The body parts of an animal... help the animal get what it needs to live. A sea turtle's fins help it swim to find food. Its hard shell protects its body.

**Science and Engineering Practices**  
I did construct an explanation.

**Rate Yourself**  
Color in the number of stars that tell how well you did construct an explanation.

Now that you're done with the lesson, rate how well you did.

★ ★ ★

Lesson 3 Parts of Animals 139

EVALUATE Performance Task

**Animal Parts**

You will show how an animal uses its body parts to get what it needs.

**Make a Prediction** Which body parts help an animal get what it needs?

Determine whether each object produces light or does not produce light.

Produces Light		Does Not Produce Light		

EVALUATE Science and Engineering Practices

**I did construct an explanation.**

You can assign ready-made lesson tests, or customize a test to your liking.

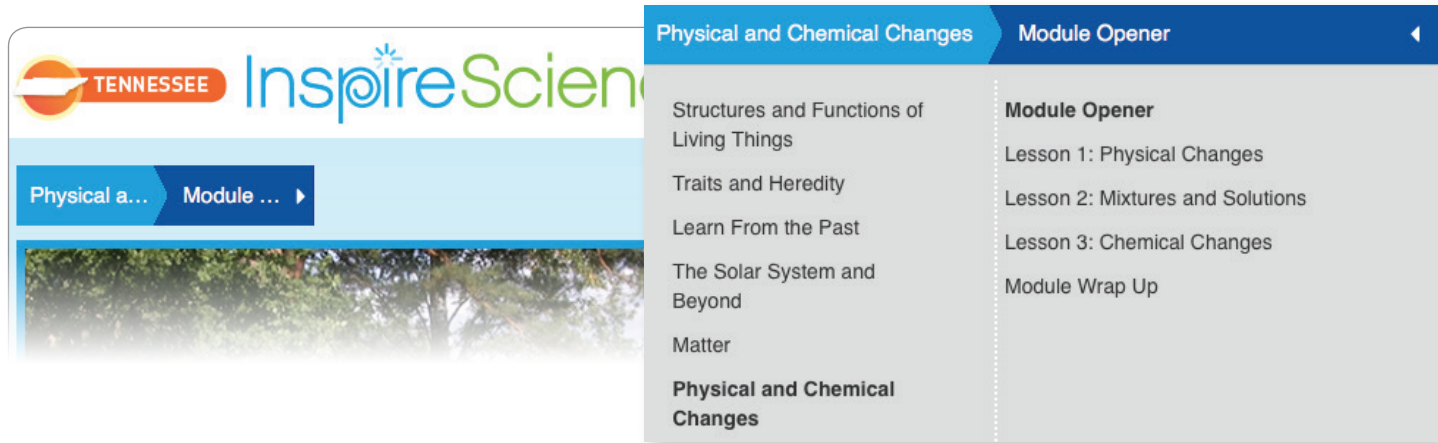


Revisit essential questions to see how student knowledge and thinking has changed, and complete the learning progression with the “I Did” statement.

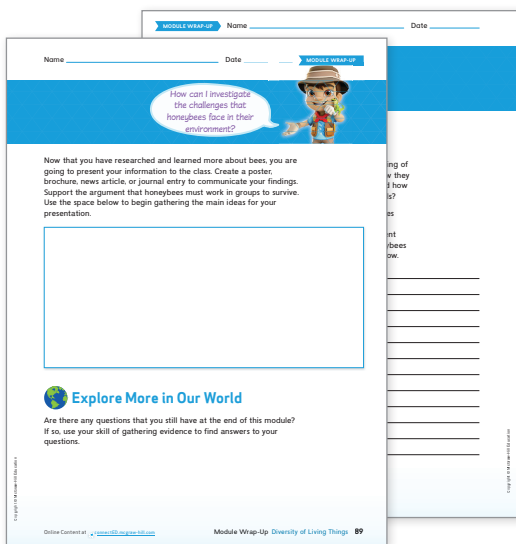
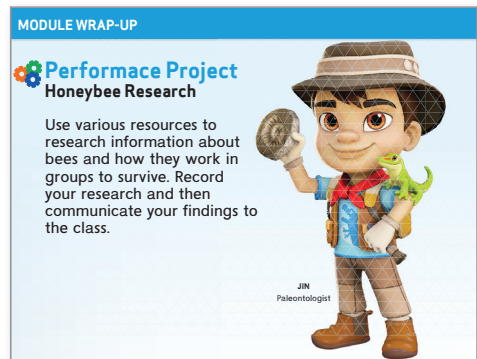


## Module Wrap Up

Each module closes with a Performance Project that gives students the opportunity to engage in a design challenge that aligns with the module's performance expectation.



Students will define a problem and complete a performance task where they develop, test and manipulate variables to create a design a solution.



Students will demonstrate their proficiency of the performance expectation by communicating their design solution.



**JIN**  
Paleontologist



## Resource Library

In addition to accessing your resources from the lesson resources carousel or the digital lesson plans, you can also search, preview, and access all of the module and lesson resources in the resource library.

### Lesson Search

Access program resources including the Be A Scientist Notebook, Science Handbook (Grades 3-5, in English and Spanish), and Teacher's Edition PDFs by module and lesson.

### Keyword Search

Refine resource searches with a simple keyword search or by selecting a resource type.

### Leveled Reader Search

Search the science Leveled Reader library by keyword, theme, grade range and level or Lexile.



### Favorites

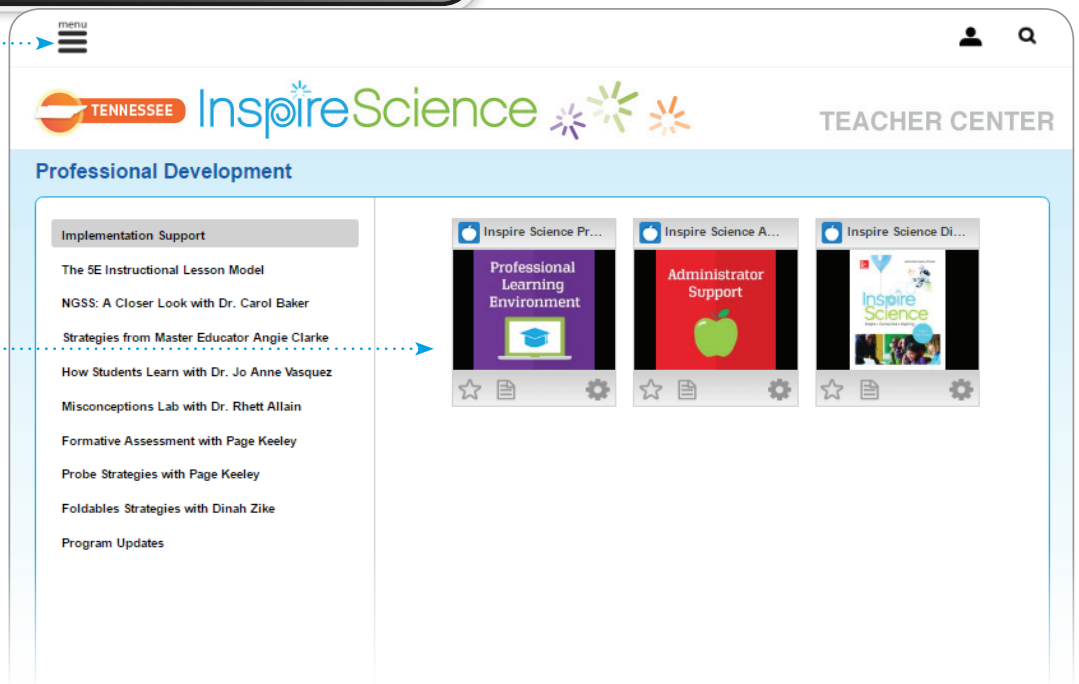
You can easily make any resource a "favorite" from anywhere in the digital experience and access it from the favorites tab within the resource library.




**MALIK**  
Photonics Engineer

## Professional Development Support

Tennessee Inspire Science comes with extensive support and professional development to ensure that you are able to teach every one of our science lessons with great success—and feel like a real science guru, too!

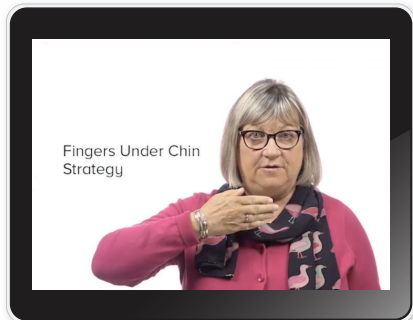


Tennessee Inspire Science offers digital professional development courses accessible through the Professional Development option on the Main Menu . These short videos help you navigate through each facet of the program.



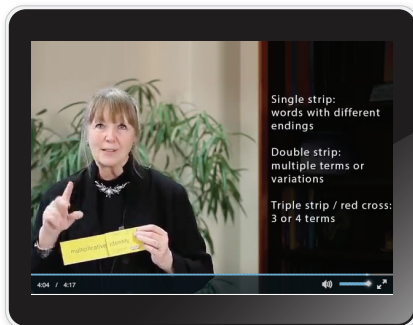
- Welcome & Log In
- Choose Your Course
- Explore the Teacher Center Home Page
- Launch Lesson Presentations
- Lesson Anatomy
- Access Lesson Plans
- Access Resource Library

**Professional Development**



### Page Keeley Video Library

You'll love the techniques Page Keeley, M.Ed shares in these videos for how to get the most out of your science probes.



### Dinah Zike Video Library

Dinah Zike, M.Ed demonstrates how to effectively incorporate the use of her VKVs® and Foldables®, designed to provide visual and kinesthetic vocabulary support to challenging science content.



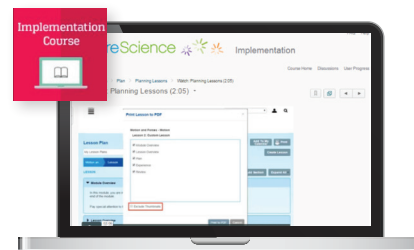
### Quick Start Courses

This series of quick videos will help with startup, digital content knowledge, setting up your class, planning lessons, accessing program resources, and building assessments.



### Administrator Support

The Administrator Support courses provide detailed step-by-step implementation training to help the administration team support classroom implementation.



### Implementation Support

The Implementation Support courses provide detailed step-by-step implementation training videos and documents to help teachers with preparing, planning, teaching, assigning, and assessment.

## Professional Development

Go Online at [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com) to access our library of professional development resources and to learn more about the 5E instructional model and access other supportive coaching and strategy videos.



Be sure to view Tennessee Inspire Science's robust library of professional development videos that include strategies, coaching, and training from educational experts like Dr. Carol Baker, Dr. Jo Anne Vasquez, and Dr. Rhett Allain.









# Inspire Science

USER-FRIENDLY • CONNECTED • INSPIRING



Learn More About Tennessee Inspire Science Today at  
[mheducation.com/prek12Tennessee](http://mheducation.com/prek12Tennessee)