


Hopewell Middle School 		Individually	Whole class activities	Lab work	Research	Clean up
S	<u>S</u>howcase what you know.	<ul style="list-style-type: none"> • Give examples. • Share what you have read or researched. • Make connections to other ideas when conveying meaning. 	<ul style="list-style-type: none"> • Listen to what others have to say. • Think about what is being said. • Use our “talk moves” sentence starters: <ul style="list-style-type: none"> ○ I would like to add... ○ I agree because... ○ I disagree because... ○ This is true because... ○ I heard you say... • Use examples to explain your idea. 	<ul style="list-style-type: none"> • Write observations in your lab notebook. • Keep detailed records of your experiments. • Think critically about what your data means. • Draw conclusions about your data. 	<ul style="list-style-type: none"> • Read many different sources to gather information. • Disregard information from non-credible sources. • Cite your sources. • Write down what you learned from each source. 	<ul style="list-style-type: none"> • Put away materials not in use. • Put dirty materials in bin “to be cleaned”. • Put used biohazardous materials in biohazard waste. • Put used non-biohazardous materials that cannot be reused in the trash.
T	<u>T</u>eam up your skills.	<ul style="list-style-type: none"> • Contribute in your own way. • Make time for thinking. • Use mistakes as leaning opportunities. 	<ul style="list-style-type: none"> • Invite those who have not shared into the conversation. • Thank others for the ideas they share. • Encourage others to share their unique perspective. 	<ul style="list-style-type: none"> • Assign 1 person from your group to gather all materials for lab work during experiments. • Allow every member of your group an opportunity to run a part of the experiment. • Identify ways to improve your lab technique to reduce human errors. • Ask Questions • Clean up area after experiment. 	<ul style="list-style-type: none"> • Divide up big research assignments into smaller chunks. • Assign each chunk to a person in your group. • Take turns sharing what you have found. • Acknowledge the effort your peers have put into their research. 	<ul style="list-style-type: none"> • Assist your group in restoring work areas. • Assign 1 person to take waste to appropriate waste bins. • Assign 1 person to take re-usable materials to “needs to be cleaned” bin. • Assign 1 person to label all project/lab materials with group members names. • Assign 1 person to turn in project/lab assignments.

<p>A</p>	<p><u>A</u>ssemble your tools for learning.</p>	<ul style="list-style-type: none"> • Bring everything you need for class. • Arrive on time. • Actively listen. 	<ul style="list-style-type: none"> • Read any assigned readings before class. • Put away phones. • Turn in homework on time. • Turn in class activity assignments at the end of class. • Place finished assignments in wire basket with your class period number. 	<ul style="list-style-type: none"> • Read lab directions before class. • Keep hair tied back. • Always wear appropriate PPE during experiments. (Personal Protective Equipment): Gloves, Lab coat, Eye goggles. • Have lab notebooks open for writing during labs. • Have a pen ready to write in your lab notebook. 	<ul style="list-style-type: none"> • Have your laptop charged for research during class. • Actively search for topics related to the assignment. • Stay on task by only using laptops for research. • Use library databases for research. • Use credible news articles for research. • Be thorough. 	<ul style="list-style-type: none"> • Gather paper towels if needed for spills. • Ask teacher for any items you need assistance obtaining. • Prepare enough time for clean up. • Gather lab notebook to turn in.
<p>R</p>	<p><u>R</u>each for understanding.</p>	<ul style="list-style-type: none"> • Use clarifying questions. • Write down your thoughts. • Connect learning to bigger picture in our world. • Ask yourself: Why do I think this? 	<ul style="list-style-type: none"> • Be open to differences of opinion. • Accept differences in backgrounds. • Use empathy to guide how you communicate with others. 	<ul style="list-style-type: none"> • Make educated guesses (hypothesis) before starting experiment. • Use research to design experiment. • Make connections from your data. • Ask yourself: Do my conclusions make sense based on what I have learned? 	<ul style="list-style-type: none"> • Make connections to the lesson. • Ask questions about what you read. • Take bias into account when reading articles. • Critically analyze how the source came to it's conclusions. 	<ul style="list-style-type: none"> • Write down processes that need to be addressed by teacher. • Write down what worked during activity. • Write down what you could improve on in the next activity. • Write down any questions you have from they activity.