



Differentiated Science Inquiry

By Douglas J. Llewellyn

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Ignite science learning with differentiated instruction

One type of science instruction does not fit all. Best-selling author Douglas Llewellyn gives teachers standards-based strategies for differentiating science education to more effectively meet the needs of all students. This book takes the concept of inquiry-based science instruction to a deeper level, includes a compelling case study, and demonstrates:

- Methods for determining when and how to provide students with more choices, thereby increasing their ownership and motivation
- Ways to implement differentiated science inquiry in the main areas of science instruction
- Strategies for successfully managing the classroom

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Editorial Review

Review

"One of the best resources I have read in a long time, this work is an affirmation of what we do and it will help us do it better." (Susan Leeds, Science Curriculum Leader/Teacher 2010-06-23)

"The author relates his strategies to real-life scenarios and includes hands-on examples that are easily implemented into any science curriculum. A must-have for any science teacher!"

(Diane Callahan, Middle School Science Teacher 2010-06-23)

"Doug Llewellyn provides yet another insightful book that can be used to improve individual instruction or guide professional development for entire science departments. This book helps teachers provide what each student needs to excel in a manner that can be sustained for years to come. The examples included within provide concrete guidance that can be applied with tomorrow's first period." (Jeff C. Marshall, Associate Professor, Science Education 2010-06-29)

"This very readable book beautifully ties together inquiry, motivational strategies and differentiation. With multiple examples of science lessons across disciplines, this important book provides a solid rationale for the importance of differentiated inquiry." (Susan B. Koba, President-Elect 2010-07-12)

"This book deals with two of the most difficult pedagogical challenges science teachers must face: conducting inquiry-based investigations and differentiating instruction. It provides new insight and strategies for creating opportunities for all students to become more engaged. Along with classroom examples, the author provides practical suggestions on how to give students more control of meeting their needs. The result is student motivation and proficiency." (Linda Froschauer, Editor 2010-07-15)

"Effective instruction is the goal of every educator, and this excellent resource provides detailed guidance in the use of DSI as the tool to get there." (Cindi Smith-Walters, Biology Professor 2011-11-21)

About the Author

Douglas Llewellyn teaches science education courses at St. John Fisher College in Rochester, NY. Previously, he was the K-12 Director of Science at the Rochester City School District, a secondary school principal, and a middle school science teacher. Llewellyn is a frequent speaker at state and national conferences on inquiry- and argument-based teaching, constructivist learning, and science leadership.

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