**Resource A: Reading Reflection Questions**

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| **Articles for Stage 1** | **Reflection Prompts** |
| Nagro, S. A., Hooks, S. D., Fraser, D. W., & Cornelius, K. E. (2016) | List three ideas from this paper that caught your attention. Why?  Identify one or two strategies you think would be particularly effective in encouraging cognitive engagement compared to behavioral engagement. Please elaborate.  Have you seen teachers use any of these strategies? What was the impact on student engagement?  What strategies would you like to implement when you teach? Why? |
| Johnson, Wakeman, & Clausen (2022) | List three ideas from this paper that caught your attention. Why?  Have you seen teachers use any of these strategies? What was the impact on student engagement?  Select one strategy and describe how you think it might be helpful in science instruction. |
| **Articles for Stage 2** | **Reflection Prompts** |
| Watt, S. J., Therrien, W. J., Kaldenberg, E., & Taylor, J. (2013)  Kaldenberg, Therrien, Watt, Gorsh, & Taylor (2011) | What types of supports do structured guided-inquiry lessons offer students with disabilities that pure discovery inquiry lessons do not?  How do graphic organizers, such as concept maps, etc., assist students with disabilities in learning new material?  How can mnemonics be used to support students with disabilities in science instruction?  How might a teacher use formative assessment in science to evaluate student understanding? |
| Spaulding, & Flannagan (2012) | Why might scaffolding be important in science instruction?  How can strategies be used across content areas to support student learning?  How might cooperative learning and teamwork be used to assist a student in working on social skills goals and objectives? |
| Collins & Fulton (2017) | To be successful in a science inquiry approach, what do students need to be able to do?  What are science notebooks? In your response, explain the components of a notebook.  How can science notebooks support students with disabilities in the inquiry process?  What is the difference between procedural and conceptual knowledge in science? What strategies can you use to support procedural and conceptual knowledge? |