



ACCESS AND EQUITY

Our lessons ensure that **ALL** students have equitable access to the content, no matter what their learning differences or challenges may be (sentence frames, text to speech, explainer videos, and more)
Learn more...

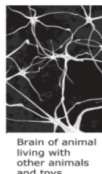
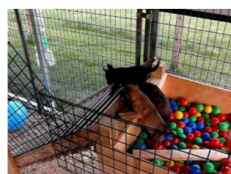
QR text
to
speech

Sentence frames

QR text to speech on all texts (left). Sentence Frames to support discussion (right).

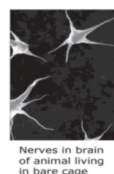
Our lessons are designed so that **ALL** students have equitable access to the content, no matter what their learning differences and even learning disabilities may be. We implement SDAIE strategies, embedded sentence frames and stems, text readings that have QR code audio support, differentiation opportunities for input, product, and process, at various learning levels, and many other high leverage supports and scaffolds already embedded in the lesson powerpoints and graphic organizer!

Research Card #2: Effect of an Enriched Environment



Brain of animal living with other animals and toys

VS



Nerves in brain of animal living in bare cage



Scientists found out that animals who lived in a challenging environment, with other animals and toys to play with (left image), had more brain cells, stronger connections between those brain cells, and their brains were 10% heavier than the brains of animals who lived alone in bare cages (right image). While the animals who lived alone just ate and slept all the time, the ones who lived with different toys and other animals were always active and learning how to use the toys and how to get along with the other animals. These animals became "smarter" in that they were better at solving problems and learning new things. Even old animals got smarter and developed more connections in their brains when they got the chance to play with new toys and other animals.

The Power of Purpose

You will circulate to 6 out of 10 posters, read and listen with the QR Code, discuss and write what you learned about "Purpose" in the **Purpose Gallery Walk Handout**. (2.5min/poster).



- One student will read the poster out loud and provide an initial thought. *"I think this might mean... Would anyone like to add?"*
- Others: *Agree, disagree, extend, or pose a question: "I agree/respectfully disagree/would add/wonder..." (make sure everyone has a chance to speak)*



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