



# Inspire Science

Simple • 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 *Inspire Science* Digital Experience

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



**HALEY**  
Astronomer

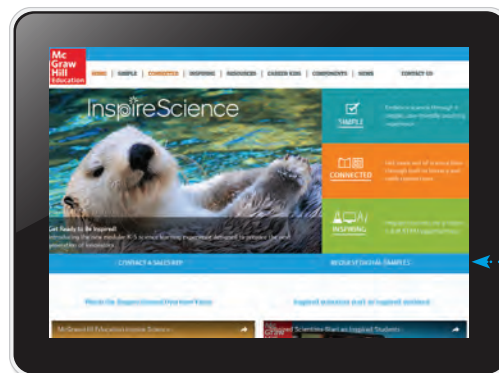
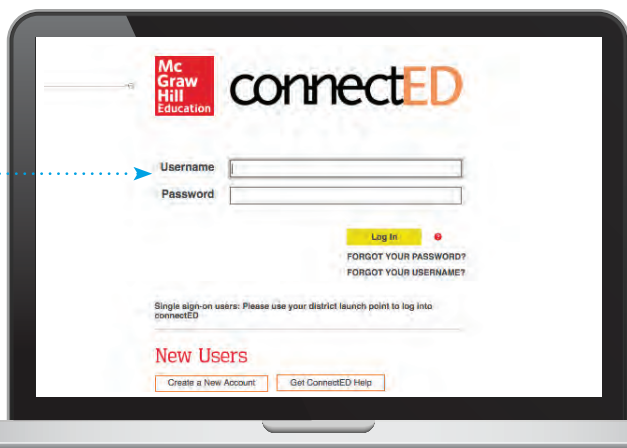


Ready to Start Your Digital Tour?

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

### Log In

To get started, go to [connected.mcgraw-hill.com](https://connected.mcgraw-hill.com), enter your username and password, and select the yellow Log In button.



[REQUEST DIGITAL SAMPLES](#)

### Username & Password

Username: arkansas2016

Password: demo2016ar

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## My Home

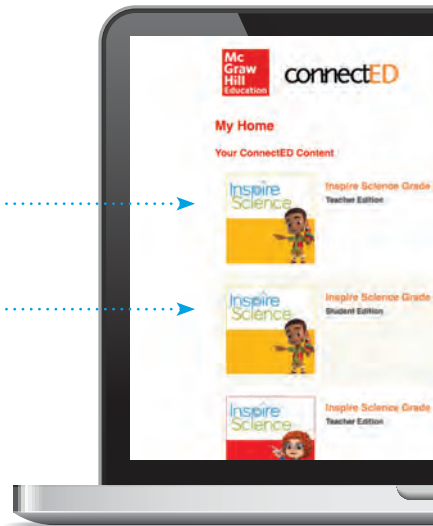
### The Inspire Science Digital Book Bag


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 Grade K  
Teacher Edition




Inspire Science Grade K  
Student Edition



Inspire Science Grade 1  
Teacher Edition



Inspire Science Grade 1  
Student Edition



Inspire Science Grade 2  
Teacher Edition




### Start Here!

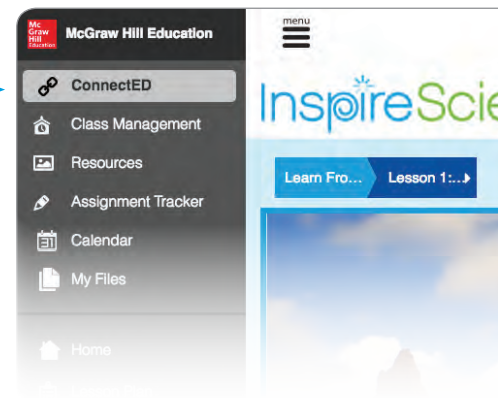
Click any course to start.



**NOAH**  
Nurse

### 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 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

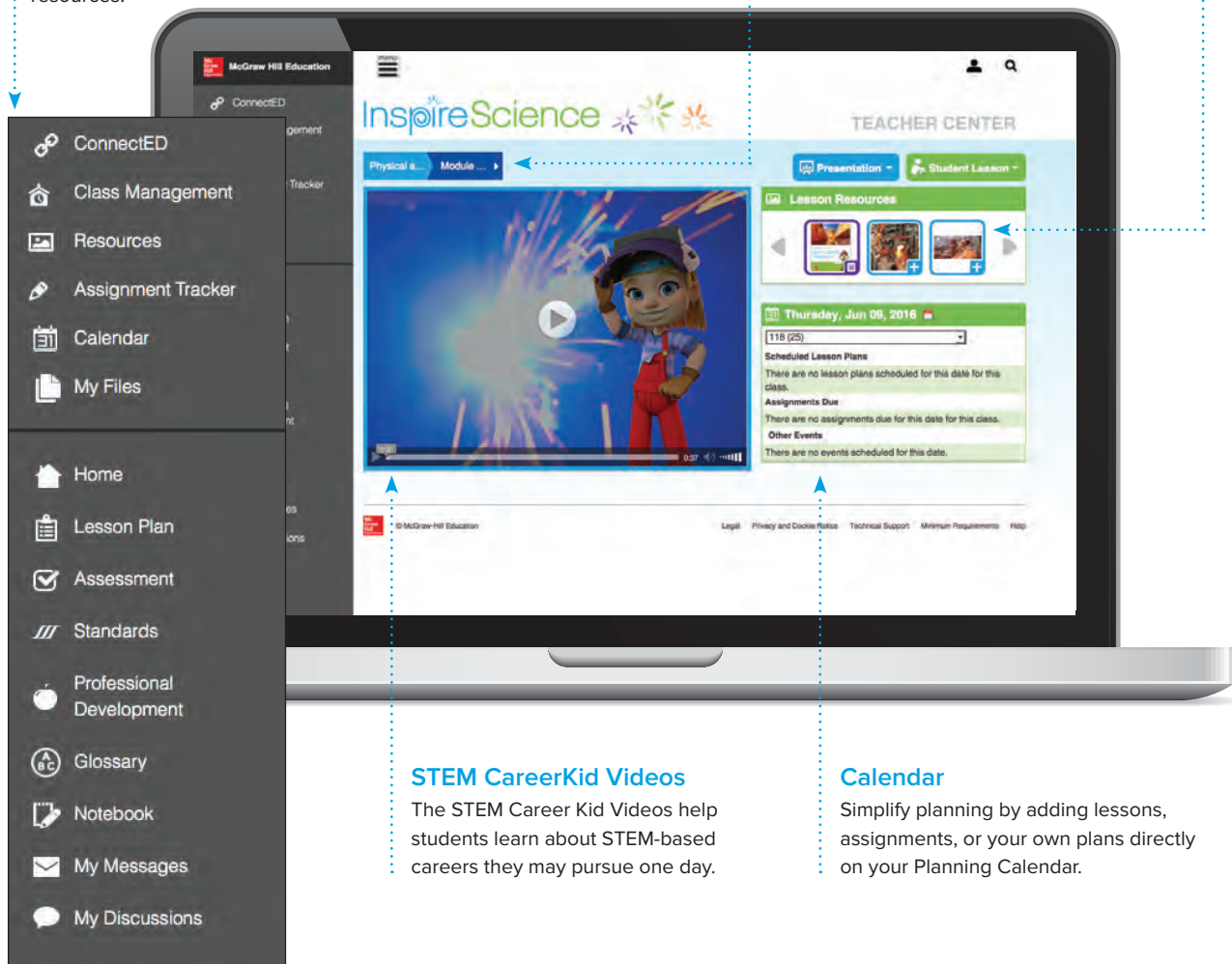
Open the Main Menu to access the key links, including your Digital Lesson Plans and Professional Development resources.

### 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 the digital resources that go with each lesson.



### STEM CareerKid 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.

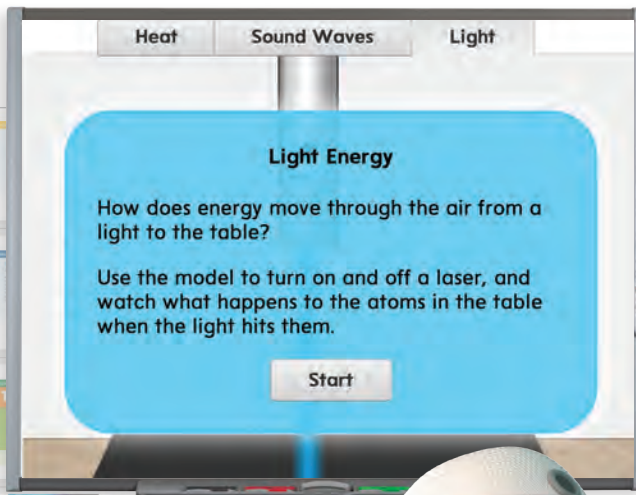
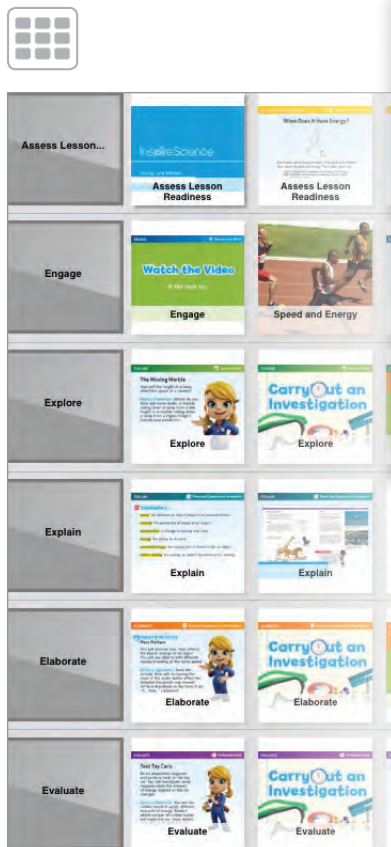
## Lesson Presentation

The 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

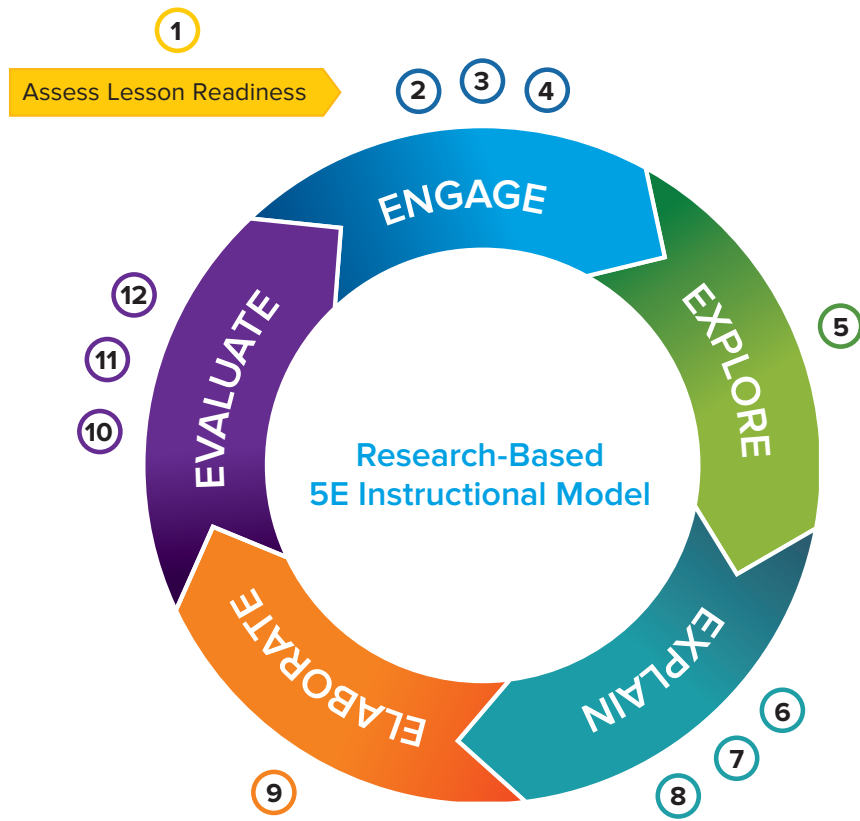
You can launch digital resources right when you need them directly from the presentation slides.



**MAYA**  
Geologist

# The 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 Probe

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

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- 5  Inquiry Activity


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

---

- 9  Research, Investigate, and Communicate

---

- 10  Performance Task
- 12  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 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 Inspire Science digital lesson plans, select Lesson Plan from the Main Menu :

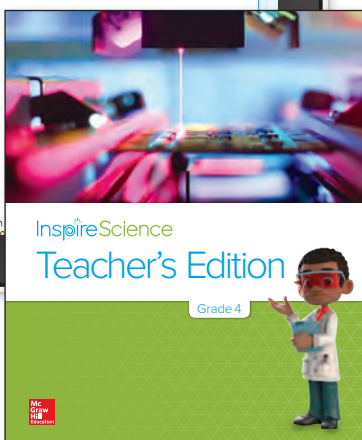
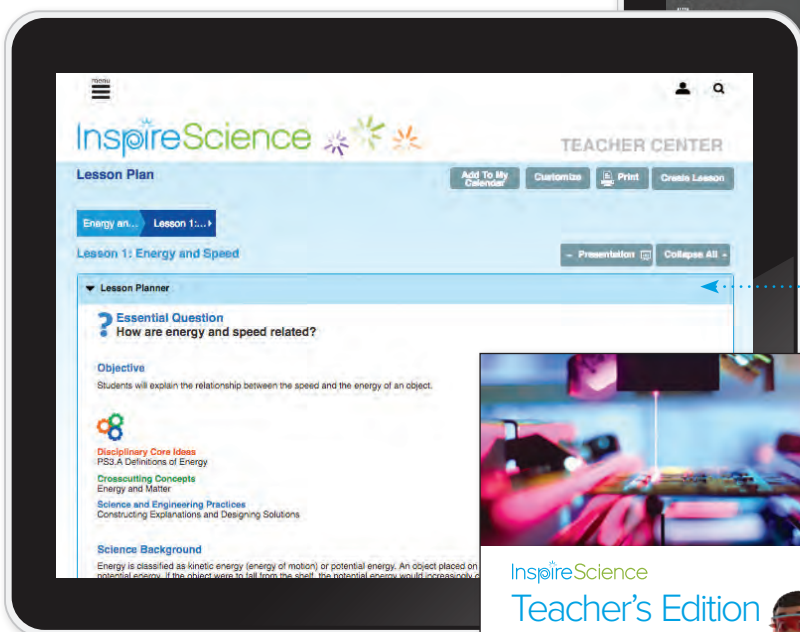
**2** Choose the module and lesson you need from the Module and Lesson Menu.



**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 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")

 **Performance Expectations**

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

**Decoding the Performance Expectations**

CONTENT AREA

**4-PS3-1**

GRADE LEVEL    DCI    PE NUMBER

▼ Inspiring All Students

Use differentiated instruction, ELL strategies, and leveled readers to inspire all of 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? These pages will help you reach all of your students. Use these strategies to scaffold your instruction and plan for successful teaching.

**Differentiated Instruction**

Module Concept: Objects in motion can be described according to position, direction, and distance. Forces push and pull to cause motion. Help students connect these key module concepts.

<b>Approaching Level</b> Show students a short video of a hot-air balloon in motion. Ask students to describe where the balloon is and why they think it is in motion.	<b>On Level</b> Ask students to think about the forces that cause a hot-air balloon to move. Have them compare how flying the balloon on a windy day differs from flying on a calm day.	<b>Beyond Level</b> Have students think about how an airplane moves through the air. Lead a discussion about the differences and similarities between forces that affect a hot-air balloon and an airplane.
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**ELL Strategies**

**Frontload Vocabulary:** To introduce science vocabulary and help students with pronunciations that might be difficult, use a small, interesting object, such as a stuffed animal or other toy to model using terms related to motion and forces. For example, move the object in a circular motion as you say, Is it in motion? Yes, it is in motion. Be sure to clearly pronounce the /r/hi/ sound in -tion and show students how you form your mouth to make the sound. Many languages, such as Spanish, do not use consonant digraphs, so this sound may be difficult for students to produce. Demonstrate motion, position, and direction using the object. Each time, ask and then model answering a question that uses the vocabulary. For example, hold the object above your head and say, What is its position? Its position is about 1 foot above my head. Move the object downward and say, What direction is it moving? The direction is down. Have students chorally repeat the vocabulary word you use in each demonstration.

<b>Emerging Level Word Knowledge</b> Gather several photos or illustrations that clearly show things in motion and things that are not in motion. On the board, write <i>In Motion</i> and <i>Not in Motion</i> . As you show students each image, ask, <i>Is this in motion or not in motion?</i> For each half of the question, hold the image next to the corresponding label on the board. Have students respond by pointing to the correct phrase on the board that describes the image. Adhere the image next to the correct descriptive phrase.	<b>Expanding Level Act It Out</b> Have students stand. Direct them to move in certain ways, and then ask them to describe the movements chorally. For example, say, <i>Dance by your class</i> . Then ask, <i>Are you in motion?</i> Students chorally answer, <i>Yes</i> . Then say, <i>Walk to the right</i> . Ask, <i>Which direction are you moving?</i> Have students chorally answer, <i>Right</i> . Ask volunteers to come to the head of the class to direct the other students in a similar way.	<b>Bridging Level Think-Pair-Share</b> Display the following sentence frame: <i>I know _____ is in motion because _____</i> . Show students an image of something clearly in motion, such as an animal running. Then have students pair up to discuss the photograph. Say, <i>Talk about the position of the animal and the direction it is moving. How fast you tell it is in motion?</i> After pairs have had a chance to discuss the image, have them share their ideas with the class using the sentence frame and the vocabulary words <i>position</i> and <i>direction</i> .
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**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.

**Machines**

**Summary Nonfiction:** This book tells how simple machines (inclined plane, lever, wheel and axle, pulley, screw, and wedge) and compound machines make work easier.

**When to Use:** Use this book in the Explain section of Lesson 3 to complement the information that the students are learning about Simple Machines.

**Lexile Level**

Approaching 500	On Level 550	Beyond 790	ELL 660
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**Before Reading**  
**Build Background** Display the book cover and read the title aloud. Ask students why this cover was chosen for a book about machines.

**During Reading**  
**Model Cueing Systems** Point to the term *inclined plane* on page 5. Help students use the diagram, photograph, and context clues on pages 4–5 to figure out that an inclined plane is a slanted flat surface.

**After Reading**  
**Summarize** Ask small groups to give an oral summary of the book. Have students include both simple and compound machines in their summaries.

Machines

Machines

Machines

Machines

Machines

Moving Fast

Moving Fast

Moving Fast

Moving Fast

Moving Fast

Moving Fast



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



Lesson Planner

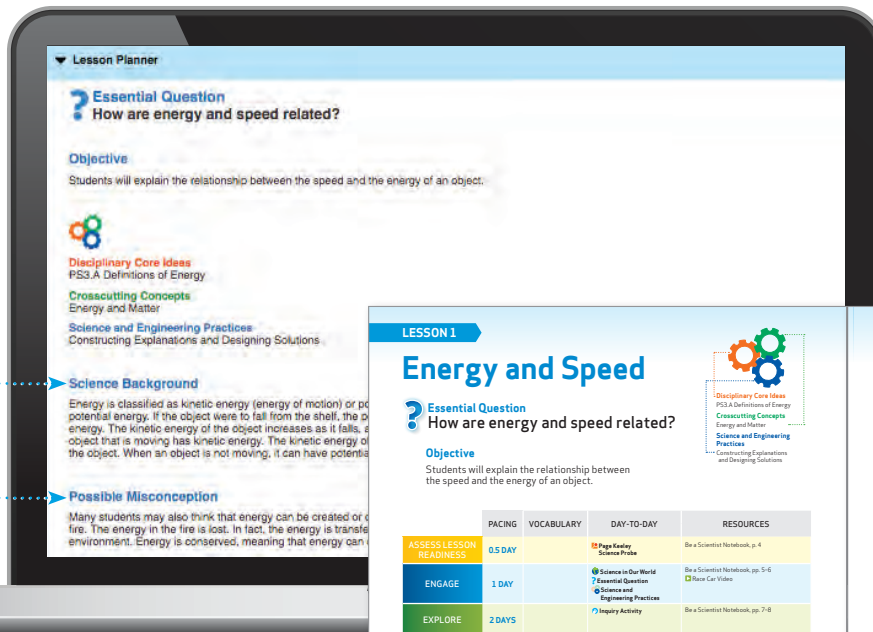
# Lesson Planner

You will be introduced 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 can be prepared to address student misunderstandings.

**LESSON 1**

## Energy and Speed

**Essential Question**  
How are energy and speed related?

**Objective**  
Students will explain the relationship between the speed and the energy of an object.

**ASSESS LESSON READINESS** 0.5 DAY

**ENGAGE** 1 DAY

**EXPLORE** 2 DAYS

**EXPLAIN** 2.5 DAYS

**ELABORATE** 1 DAY

**EVALUATE** 2 DAYS

**9 DAYS** 1 DAY + 45 MINUTES

**Science Background**  
Energy is classified as kinetic energy (energy of motion) or potential energy (energy of position). An object placed on a shelf has potential energy. If the object were to fall from the shelf, the potential energy would increasingly change to kinetic energy. The kinetic energy of the object increases as it falls, and the potential energy decreases as it falls. Any object that is moving has kinetic energy. The kinetic energy of an object depends on both the speed and mass of the object. When an object is not moving, it can have potential energy.

**Possible Misconception**  
Many students may also think that energy can be created or destroyed. For example, wood in a campfire is set on fire. The energy in the fire is lost. In fact, the energy is transferred to heat, which is dissipated back into the environment. Energy is conserved, meaning that energy can change form, but is not destroyed.

INQUIRY ACTIVITIES / PERFORMANCE TASK	MATERIALS	PACING	FAST TRACK RESOURCES
		1 DAY	Be a Scientist Notebook, pp. 5-6 Race Car Video
<b>The Moving Marble</b> Students will explore how the height of an energy affects the speed of a marble.	4 books, cardboard tube, tape, stopwatch, marble		
<b>Mass Matters</b> Students will observe how mass affects the kinetic energy of an object.	safety goggles, 2 books thin, flat board, metric measuring tape, 500 mL plastic bottle with screw cap, graduated cylinder, pan balance, plastic cup, water	2 DAYS	Be a Scientist Notebook, pp. 9-12 Science Handbook Measuring Motion, pp. 278-280 Science Handbook Energy, pp. 286-293 Speed and Energy Video Science Handbook, Energy, Mass, and Speed, pp. 302-303 Notebook Foldable, p. F1
<b>Fast Toy Cars</b> Students will conclude that more mass has more energy.	safety goggles, modeling clay, marbles, 2 wooden blocks securely fastened with nuts, rubber bands, toy car, stopwatch	1 DAY	Enhancement
	<b>SIMULATION</b> <b>GAME</b> <b>VIDEO</b> <b>INTERDOC FOLDABLES</b>	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.



Module Opener

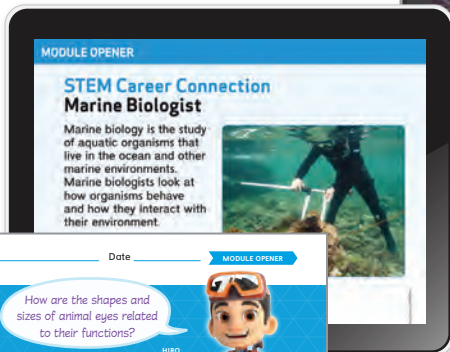
## Module Opener and Science Phenomenon

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.



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

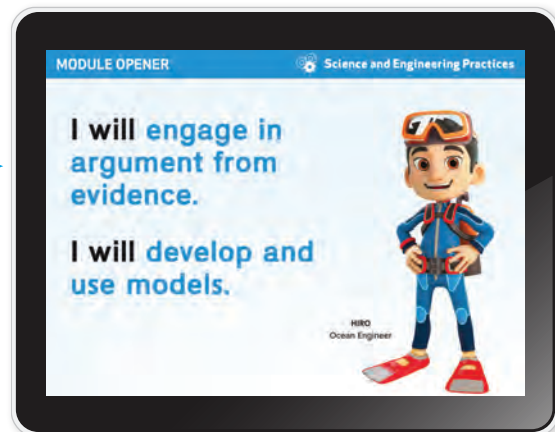
How are the shapes and sizes of animal eyes related to their functions?

**STEM Career Connection**  
**Marine Biologist Field Notes**  
Date: June 8, 2012      Time: 1:12 pm  
Species Observed:      Number Observed:  
Lanternfish              85 individuals  
Depth: 1,100 meters      Average Size: 12 centimeters  
Notes about Structures: Lanternfish have relatively large eyes and use bioluminescence to glow in the dark.

Draw and label a diagram to show how you think the shape of an animal's eye helps it see.

**Science and Engineering Practices**  
I will engage in argument from evidence.  
I will develop and use models.

Online Content at [connectED.org/grade-5/ill](http://connectED.org/grade-5/ill)      Module Opener Structures and Functions of Living Things 105



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



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.



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

## Energy and Speed

### When Does It Have Energy?

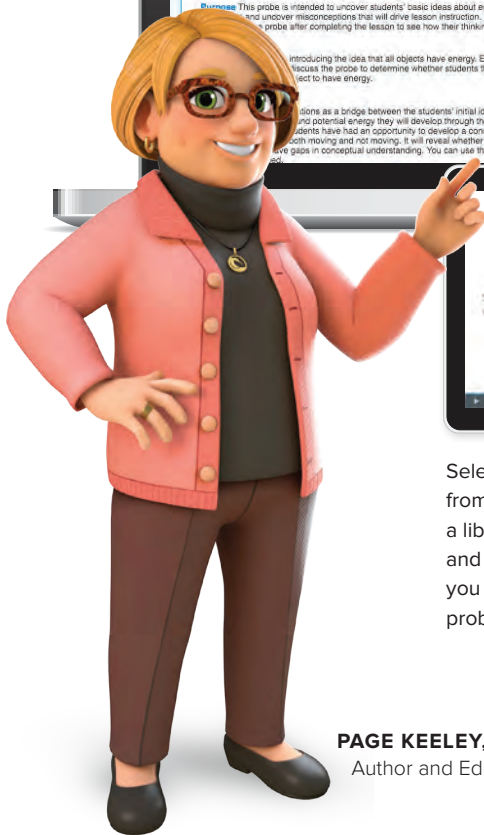
Four friends were playing kickball. They each had different ideas about the ball and energy. This is what they said:

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



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

**PAGE KEELEY, M.ED.**  
Author and Educator

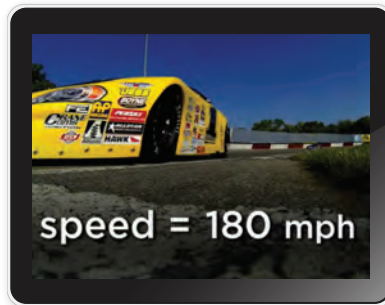
After students record their answers to questions about the probe independently in their Be a Scientist Notebooks, they are encouraged to discuss their ideas and display them on a board or on the wall.

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.



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



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?

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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.

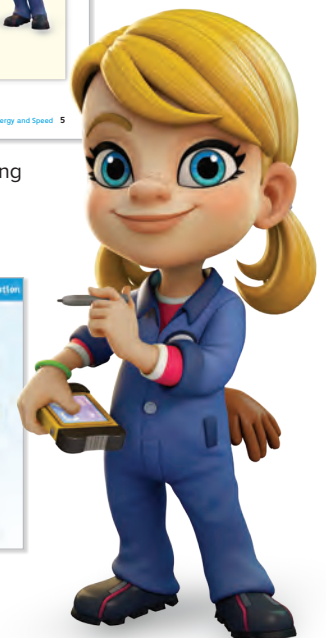
**RILEY**  
Automotive Engineer

Lesson 1 Energy and Speed 5

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



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

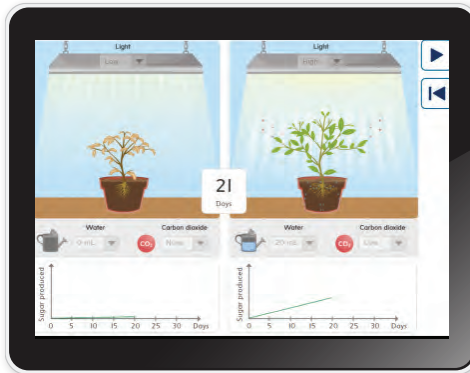
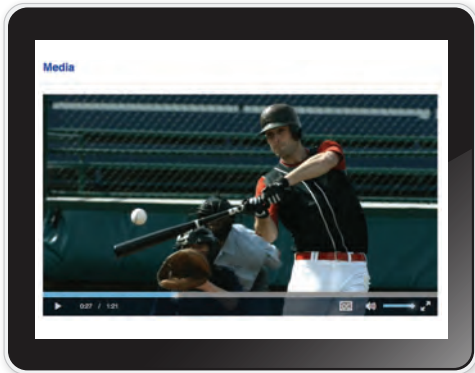


**RILEY**  
Automotive Engineer

▼ 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.

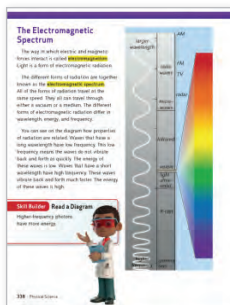


Use interactive tools to communicate findings and make connections.

▼ Explain

# Explain

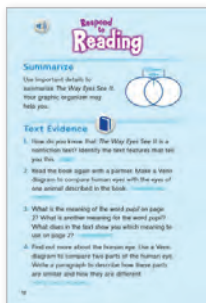
Connect literacy and science through inquiry by providing students with an array of print and interactive resources to conduct research and explain their understanding. Students develop research and reading skills while deepening their understanding of core science topics, and learn to connect this learning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



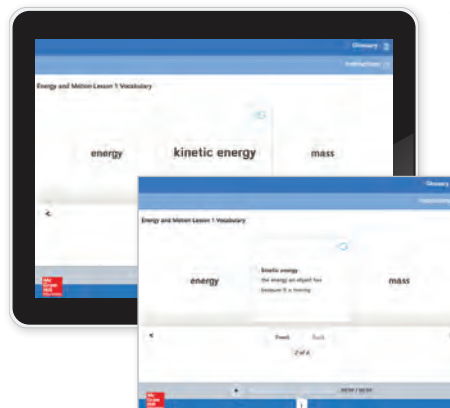
Integrate literacy with science instruction to help your students build literacy skills while they are learning science.



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 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

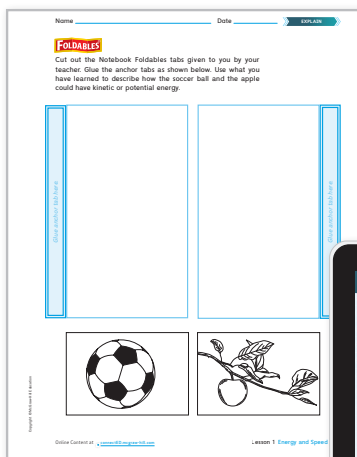




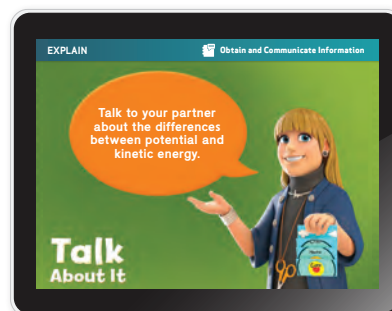
▼ Explain

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

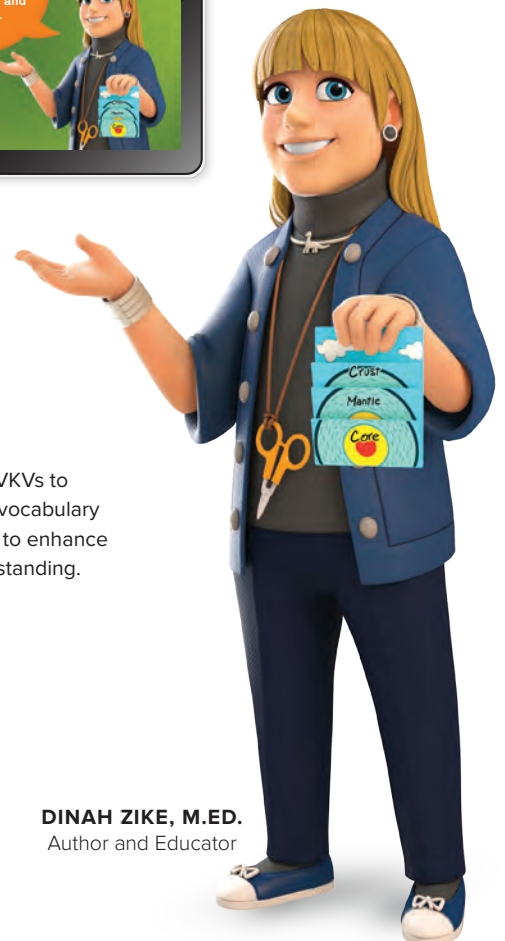
Use Dinah Zike's Notebook Foldables® as a tool to organize important lesson information and Visual Kinesthetic Vocabulary Foldables® to construct meaning and master lesson vocabulary.



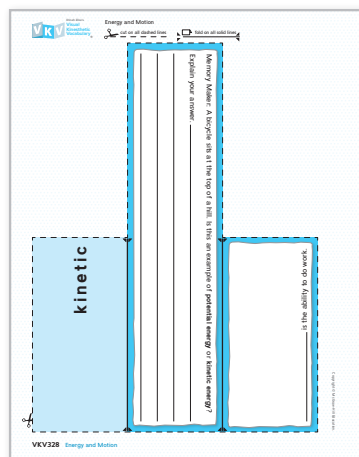
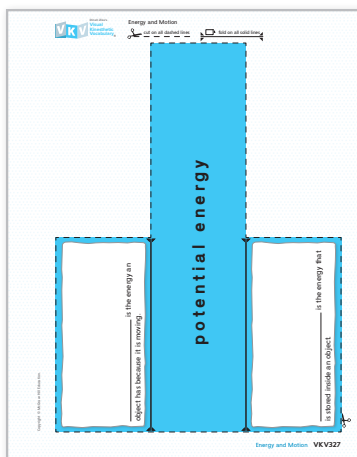
Use Dinah Zike's Notebook Foldables® to organize important lesson information, expand learning, and discuss findings.



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



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



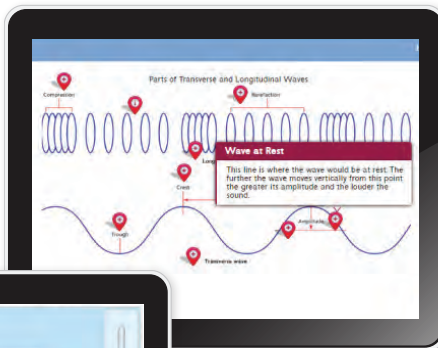
Use Dinah Zike's VKVs to reinforce content vocabulary and key concepts to enhance conceptual understanding.

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 do research, 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.

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

**Research, Investigate, and Communicate**

**Plants in Different Environments**

**Research** You will research a plant in an environment that is different from where you live.

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

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How do plants survive in the desert?

**Record Data** Research a plant that lives in the environment. Draw a picture of the plant and its environment.



122 Module Plants, Land Animals

In the Elaborate phase, students expand on what they've learned. In this lesson, students will make another model of a plant, in a new environment.



**EMILY**  
Aerospace Engineer



▼ 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 and rate themselves on their level of understanding of the content as well as their proficiency of the Science and Engineering Practices that were targeted in this lesson.

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

**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	
			
			


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



**HIRO**  
Ocean Engineer

**EVALUATE** Science and Engineering Practices

**I did construct an explanation.**

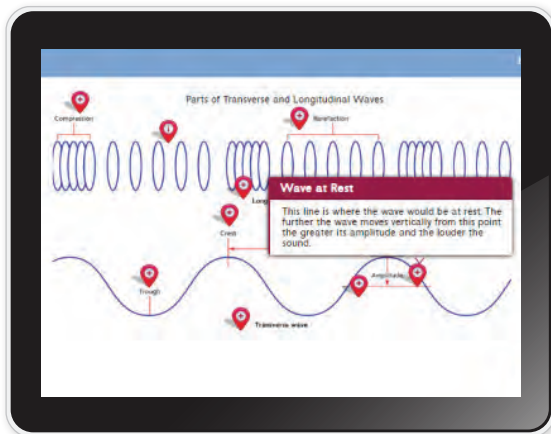


Revisit essential questions to see how student knowledge and thinking has changed, and complete the learning progression with the “I Did” statement.



# 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.



Name \_\_\_\_\_ Date \_\_\_\_\_ **MODULE WRAP-UP**

Roller coasters are designed using knowledge of the relationship between energy and speed.

Explain the relationship between energy and motion that you observed in the roller coaster model. Use the words *kinetic energy* and *potential energy* to describe the motion of the marble. Use the word *transfer* to explain the collision between the two marbles.

**Sample answer:** The marble at the beginning had a lot of potential energy. When it started to move, it had increasing kinetic energy. When it ran into the other marble, it transferred some of that kinetic energy to that marble, which caused it to move.

**Explore More in Our World**

Did you learn the answers to all of your questions from the beginning of the module? If not, how could you design an experiment or conduct research to help answer them?

Online Content at [www.ck12.org](http://www.ck12.org)      Module Wrap-Up: Energy and Motion 35



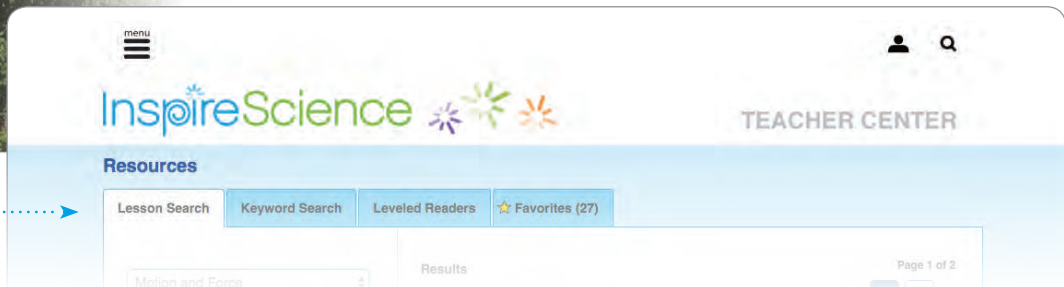
**HANNAH**  
Welder

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



## 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.

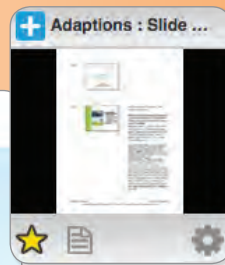
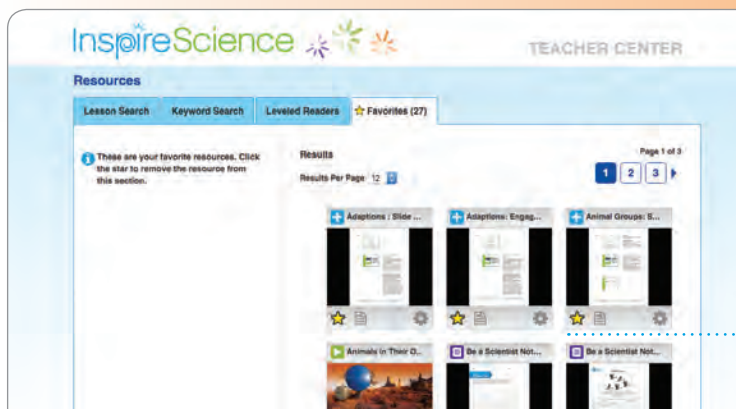
### Leveled Reader Search

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.



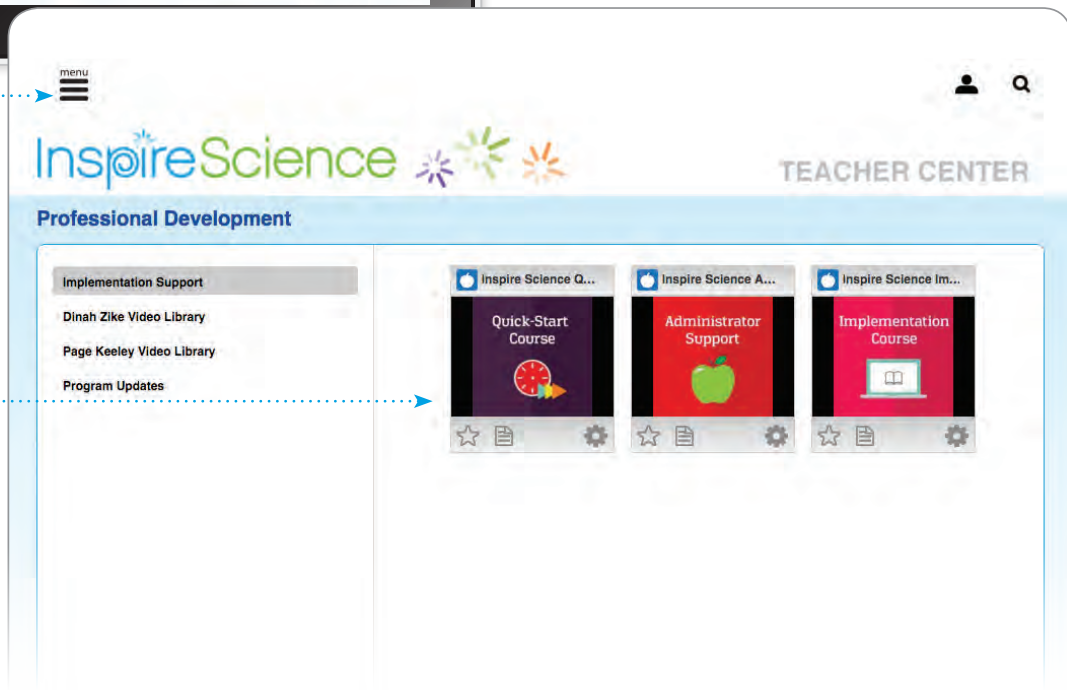
**MALIK**  
Photonics Engineer




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- Professional Development

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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!



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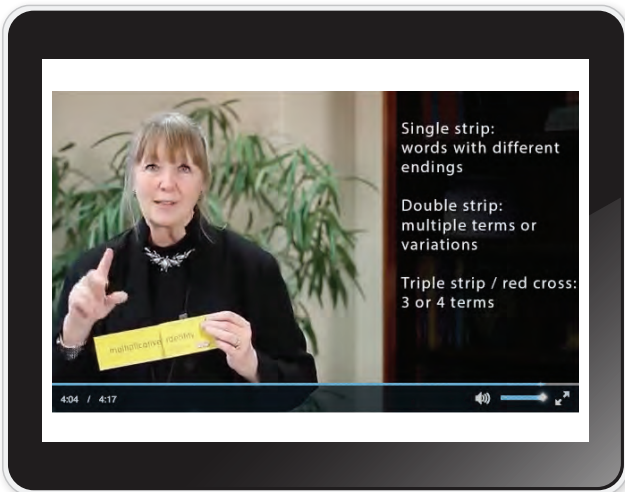
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**Professional Development**



## Page Keeley Video Library

You'll love the techniques Page Keeley 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.

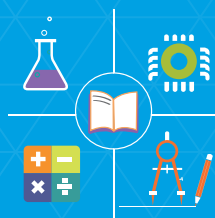


### Implementation Support

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

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