



### Introductory Unit Lesson 3, “Practice It”: You Can Grow Your Intelligence

**Description:** An introductory article about brain science with a follow up activity

**Objective:** Students will learn about the concept of expandable intelligence.

**Length:** Approximately 30 minutes

#### Instructions for Option B (Interactive Text Version):

1. To activate student’s prior knowledge, ask them to generate research questions about intelligence. Record the research questions on chart paper. (Some examples are below.)
  - a. What is intelligence?
  - b. Do all humans have equal intelligence? How do we know?
  - c. What is animal intelligence measured as compared to human intelligence?
  - d. What are the most “intelligent” animals on Earth?
  - e. What are the best ways to measure intelligence? How do we know?
  - f. Why are some people more intelligent than others?
2. Ask students if they would like to learn how to grow their intelligence, and explain that the class will be reading research today about how to grow their intelligence.
3. Students will draw 6 pictures to help the students’ brains add this new information to their long-term memories.
4. Pass out the copies of the Interactive Text and read as a class as the students complete the prompts and thought bubbles.
5. Have students record one research question from the class list that they would like to search for information about as independent practice (for homework or in a lab setting).
6. Students can report back their findings to the class individually, with partners, or in small groups. Use this opportunity to differentiate for all levels of learners.



#### Differentiating Instruction: Option B

##### Content & Process

This lesson contains content intended for Below-Level Learners. The text is chunked throughout the article with built-in processing boxes and language response frames. The process is best delivered in a whole class setting with some read-alouds by the teacher, some by student volunteers, and some independent reading. The additional research component can be modeled by the teacher using a projector or smart phone and a simple Internet search.

#### FEEDBACK CORNER

Try responding to students who...

*are making progress* with,

*“I see you using your strategies/tools/notes/etc. Keep it up!”*

*succeed with strong effort* with,

*“All that hard work and effort paid off! Congratulations! You just got smarter!”*