

The support moves that recur most across every Science In A Snapshot lesson. Each photograph also ships its own Differentiation card, written for that image and that grade — this page is for choosing a move before you open one.

Getting in

meeting the phenomenon without needing English first

Realia, gesture and Total Physical Response

Hand students the actual thing, or a photo of it, and attach one physical action to each term — point up for growth, cup hands for water. A student who cannot yet say it can still show it, and showing counts as answering.

Strongest for Levels 1-2

Cognates as a bridge from Spanish

Science is unusually rich in cognates. Put the pair on the board together — photosynthesis / fotosíntesis, nutrients / nutrientes — so a student sees a word they already own rather than a new one.

Strongest for Levels 1-3

Getting it out

saying what they think before they can say it fluently

Sentence frames and cloze

Give the sentence, take away the science: "The plant grew toward the window because ____." The thinking stays with the student; only the grammar is handed over. The most common move in the corpus, by a wide margin.

Strongest for Levels 1-2 whole frames, 3-4 partial

Drawing as a full answer

Accept a labelled sketch instead of a sentence. A student who draws roots reaching water and labels them has explained the phenomenon, whatever their sentence length.

Strongest for Levels 1-2

Thinking together

rehearsing an idea somewhere lower-stakes than the whole class

Partner and small-group talk first

Never go straight from a question to a whole-class share. Pair first, so a student rehearses the idea once with one person before saying it to thirty.

Strongest for All levels

Home language allowed for thinking

Let students reason in the language they think in, then report in English. Forbidding the home language does not speed English up; it removes the thinking.

Strongest for All levels

Showing the content

making the science visible so it is not carried by text alone

Visual glossary and word bank

Terms stay on the wall with an image beside each, for the whole unit — not introduced once and taken down. Point at it during discussion rather than re-explaining.

Strongest for All levels

Labelled diagram of the photograph

Blow up the photo, label its parts, and keep it beside the discussion. The image is the shared referent every student already has, whatever their English.

Strongest for All levels

Where the photo-specific versions live:

Open any photograph, scroll to Differentiation Tips at the foot of the Lesson tab, and filter by proficiency level. Each strategy names the discussion question it scaffolds. The printable version is the Differentiated Instruction card in Downloads.