

Discovering Life Science is well suited for middle school teachers who ....

**A)** ....prefer **brief lessons**.... because...

**1)** they plan to challenge their students to introduce themselves to most of the basic content, via brief homework assignments and review questions.

Nearly all of this book's 72 lessons consist of two or three heavily-illustrated pages. Students are rarely required to read more than one or two pages per assignment..

- or -

**2)** they plan to have students read the lessons in class. While the content of Discovering Life Science matches well with that of any good life science textbook, the writing style is straight-forward, with a preponderance of short sentences. The text uses a two-column format - a less intimidating layout for young readers. Large, clearly-labeled illustrations are integrated throughout. Every lesson ends with review questions, as does each unit.

- or -

**3)** they want to implement a compromise between the two approaches above. For example, since each lesson begins with an anecdote, these few paragraphs could be read in class, with the remainder of each lesson completed for homework.

**B)** ... **teach outlining** (and appreciate having good versions available for comparison).

Teaching outlining is an excellent means to promote analysis and synthesis. To outline written paragraphs (or a speaker's comments) a student must break information into pieces, and then transform the information into a pattern. Brains love patterns! A good outline enables 'covering-and-self-quizzing' - an efficient means of committing content to memory.

With Discovering Life Science, a thorough outline can often be produced on one side of a sheet of paper. Of course, for a shorter assignment, a teacher can require students to outline only selected paragraphs of a lesson.

Prior to assigning the first outline, students can be introduced to the basics of outlining via materials that are posted on [lifesciencetextbook.com](http://lifesciencetextbook.com).

For each assigned outline, teachers can have students compare their version to a good one (free on request to buyers of the book). In this way, even teachers with many students can readily support students in developing this vital skill.

Teachers with small classes might opt to go further. See the menu item "Teaching outlining" for a description of an efficient means to 'skill-check' students' outlines. This might be done a few times during the first several weeks of the school year. The intent is to facilitate improvement - not 'grade' students' attempts.

**C)** ... devote much of their class time to **hands-on activities** that reinforce the content;

**D)** ... **incorporate many of their own materials** and activities;

**E)** ... prefer to give their students a **break from screen work**, but need a low-cost book.