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Credit: Courtney Baker, Haddonfield Middle School, Haddonfield, New
 Jersey

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- **Introduce a puzzling, relatable phenomenon and**
 present the phenomenon as a puzzle that students can solve. The phenomenon is a puzzle that students can solve. The phenomenon is a puzzle that students can solve. The phenomenon is a puzzle that students can solve. The phenomenon is a puzzle that students can solve.
- **Invite students to try to make sense of what is**
 presented, and encourage them to share their ideas. The phenomenon is a puzzle that students can solve. The phenomenon is a puzzle that students can solve. The phenomenon is a puzzle that students can solve. The phenomenon is a puzzle that students can solve. The phenomenon is a puzzle that students can solve.
- **To build disciplinary core ideas and crosscutting**
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- **Students individually post a question on the DQB.**
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ထိုကဲ့သို့သော ဝန်ဆောင်မှုများကို ပေးအပ်ရန် အချိန်မီ အကဲဖြတ်မှုများ ပြုလုပ်ရန် လိုအပ်ပါသည်။ ထို့ကြောင့် ဝန်ဆောင်မှုများကို ပေးအပ်ရန် အချိန်မီ အကဲဖြတ်မှုများ ပြုလုပ်ရန် လိုအပ်ပါသည်။

[illegible][illegible]

Abstract



Figure 1: Classroom scene

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The teacher is standing in the center of the classroom, pointing to a large diagram on a table. She is surrounded by several students sitting on stools, looking at the diagram. The diagram appears to be a flowchart or a map related to science or geography. The classroom has whiteboards in the background with some writing on them.

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