**Look-Fors Elementary Science**

*Most Amplify Science lessons include* ***2 to 4*** *of the following components. No lesson includes all of them.*

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| **Hands-on Activity** | | |
| **Danielson reference:**  **Cr4/1c**  **Cr1/3a**  **Cr2/3b** | **Teacher…** | **Students…** |
| * communicates the purpose for activity and how it is related to the unit or chapter question * models how to use the materials * asks questions to prompt student sense-making and reflection | * work with a partner or small group, taking turns * record observations/data or create a model * share ideas gained from the activity |
| **Teacher-led Discussion** | | |
| **Cr2/3b**  **Cr3/3e**  **Cr3/1b; Cr4/1d**  **Cr4/1c** | **Teacher…** | **Students…** |
| * asks questions to prompt student sense-making and reflection * listens for student sense-making to inform next question * makes sentence starters or frames available * connects student ideas to the unit or chapter question | * share their science ideas and evidence to support them * show respect for the ideas of others * ask questions to understand others’ thinking |
| **Student to Student Discussion** | | |
| **Cr4/1c**  **Cr2/3b**  **Cr1/3c**  **Cr3/3e**    **Cr3/1b; Cr4/1d** | **Teacher…** | **Students…** |
| * communicates the purpose for discussion and how it is related to the unit or chapter question * models talk routines for students * uses intentional groupings to encourage participation by all students * listens for student sense-making to inform next question * makes sentence starters or frames available | * share their science ideas and evidence to support them * show respect for the ideas of others * ask questions to understand others’ thinking |
| **Digital SIM or Modeling Tool** | | |
| **Cr4/1c**  **Cr1/3a**  **Cr2/3b** | **Teacher…** | **Students…** |
| * communicates the purpose for activity and how it is related to the unit or chapter question * models how to use the tool * asks questions to prompt student sense-making and reflection | * work with a partner, taking turns * use tools appropriately * share ideas gained from using the tool * record observations/data or create a model |

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| **Reading** | | |
|  | **Teacher…** | **Students…** |
| **Cr4/1c**  **Cr1/3a**  **Cr2/3b**  **Cr3/1b; Cr4/1d**  **Cr3/3e** | * communicates the purpose for reading and how it is related to the unit or chapter question * models, demonstrates and thinks aloud to teach a relevant reading strategy * uses turn and talk and other strategies enabling students to actively process ideas * ensures all students can access texts (e.g., multiple means, other supports) * monitors student sense-making to inform next steps | * read with a partner, taking turns * employ the reading strategy to make sense of science ideas * share ideas gained from the reading * record thinking in a variety of ways |
| **Writing** | | |
| **Cr4/1c**  **Cr1/3a**  **Cr2/3b**  **Cr3/1b; Cr4/1d**  **Cr3/3e** | **Teacher…** | **Students…** |
| * communicates the purpose of the science writing activity and how it is related to the unit or chapter question * employs a gradual release approach to teach students how to write scientific explanations and/or arguments * uses turn and talk and other strategies enabling students to actively process ideas prior to writing * makes sentence starters or frames available * monitors student sense-making to inform next steps | * actively listen and participate * apply writing skill to communicate science ideas * share writing and offer feedback |
| **Classroom Environment** | | |
| **Cr5/2a; Cr1/2b**  **Cr5/2e**  **Cr5/2c** | * A supportive culture of scientific curiosity and academic risk-taking is evident in words and actions * Unit/chapter questions, science vocabulary, and anchor charts are visible and accessible. * Clear routines are established for responsible use of hands-on resources and/or technology | |