**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
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| **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
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| **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
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| **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
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| **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
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