

Strategies to Create a Coherent Science Content Storyline

Analysis Guide F: Making Explicit Links between Science Ideas and Activities

Part 1

<p>Activity Description</p>	<p>Students read about changes in landforms over time. One example of a landform change that happens quickly is a landslide. Deltas are an example of a landform change that happens slowly. Students consider what causes these changes and how quickly they happen.</p>
<p>Main Learning Goal and/or Focus Question</p>	<p>Focus questions: How quickly or slowly do landforms change over time? How do we know?</p> <p>Main learning goal: Earth’s surface is always changing. Some changes happen quickly, and other changes happen very slowly over a long period of time.</p>
<p>Supporting Science Ideas Intended to Be Developed through the Activity Setup, the Activity Itself, and the Activity Follow-Up <i>(Number Each Idea)</i></p>	<ol style="list-style-type: none"> 1. Landforms have different shapes. 2. Landforms don’t stay the same; they change over time. 3. Water can change the surface of Earth through the processes of erosion and deposition. 4. Some landform changes can happen quickly, but most changes happen very slowly over a long period of time.

Part 2

Criteria for Explicit Links between Science Ideas and Activity	Analysis of Explicit Links between Science Ideas and Activity		
1. Setup for the Activity	Yes	No	Your Analysis of Links in the Setup
a. Are students prompted to think or write about the focus question or goal statement? b. Are explicit links made between science ideas and the activity? c. Does the setup help students understand why they're doing the activity (e.g., what ideas they will learn from it)?			
2. During the Activity	Yes	No	Your Analysis of Links during the Activity
a. Do students think about science ideas during the activity? <i>(Consider: Do students use ideas, or are they focused on procedures?)</i> b. Do students know they're expected to connect science ideas with what they're doing in the activity? <i>(Consider: Does the activity or the teacher help students connect science ideas to what they're doing?)</i>			

Criteria for Explicit Links between Science Ideas and Activity	Analysis of Explicit Links between Science Ideas and Activity		
3. Follow-Up to the Activity	Yes	No	Your Analysis of Links in the Follow-Up
<p>a. Are science ideas explicitly linked to the activity in the follow-up? If so, indicate what the teacher does or what the students do to link ideas and the activity.</p> <p>b. Are <i>students</i> involved in making links between the science ideas and the activity?</p>			

Part 3: Are the linked science ideas well matched to the main learning goal and/or focus question of the lesson? Explain your reasoning.
