

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>Activity from lesson 6: Students use what they learned in previous lessons to draw pictures showing how the needs of plants and animals are similar and different.</p>
<p>Main Learning Goal and/or Focus Question</p>	<p>Focus question: Do plants and animals need the same things to live and grow? Explain your thinking.</p> <p>Main learning goal: Both plants and animals need food, water, and air from their environment to live and grow. But plants are different because they also need sunlight, along with water and air, to make their own food. Animals can't do this. They get their food by eating plants and other animals.</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>	<p>These supporting ideas were developed in the preceding lessons:</p> <ol style="list-style-type: none"> 1. Plants and animals get what they need to live and grow from their environment. 2. Animals need food, water, and air from their environment. 3. Plants die if they don't get sunlight, water, and air from their environment. 4. Animals get their food by eating plants and other animals that they find in their environment. 5. Plants use sunlight, water, and air to make their own food inside their leaves.

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.
