



## Closing

### Students:

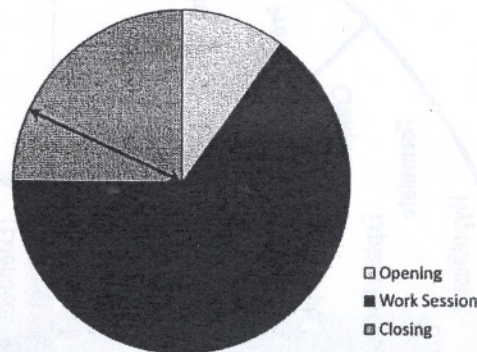
- Share, assess, and defend their work using language of the standards
- Provide feedback to peers using language of the standards
- Summarize the main concepts for the day and link the concepts to the standards

### Teacher:

- Models providing feedback using language of the standards
- Summarizes the day's learning and links the learning to the standards
- Determines next steps for students and future instruction
- Explicitly clarifies misconceptions
- Informally assesses student understanding

Celebrate progress towards meeting standards

## Science Instructional Framework



## Opening

### Activating strategy to activate schema

- Mini-lab that leads to inquiry
- Demonstration

### Explicit instruction related to:

- Content and characteristics standards and elements
- Procedures for inquiry, investigations, observations, and research
- Safety guidelines
- Vocabulary in context

### Modeling:

- Practices and procedures
- Safety guidelines
- Integration of the content and characteristics standards

Students and teachers pose questions

Sets performance goals and expectations for the work session

### Teacher:

#### Facilitates independent and small group work:

- Assesses student understanding of the standards
- Provides appropriate hints and asks questions
- Provides feedback and guidance

#### Monitors and documents student progress

#### Monitors use of equipment and adherence to safety guidelines

#### Conferences with students:

- Informal conferences – daily
- Formal conferences – approximately two students per day

#### Provides small group instruction

## Work Session

### Students:

Work independently, in small groups, and/or in pairs to apply learning from opening

#### Engage in inquiry:

- Questioning
- Collecting Evidence
- Explaining
- Connecting evidence to scientific knowledge
- Justifying work

#### Engage in research and guided practice

Engage in conversations with the teacher and peers using the language of the standards

Conference with teacher and/or peers

Engage in content area reading and writing to learn

