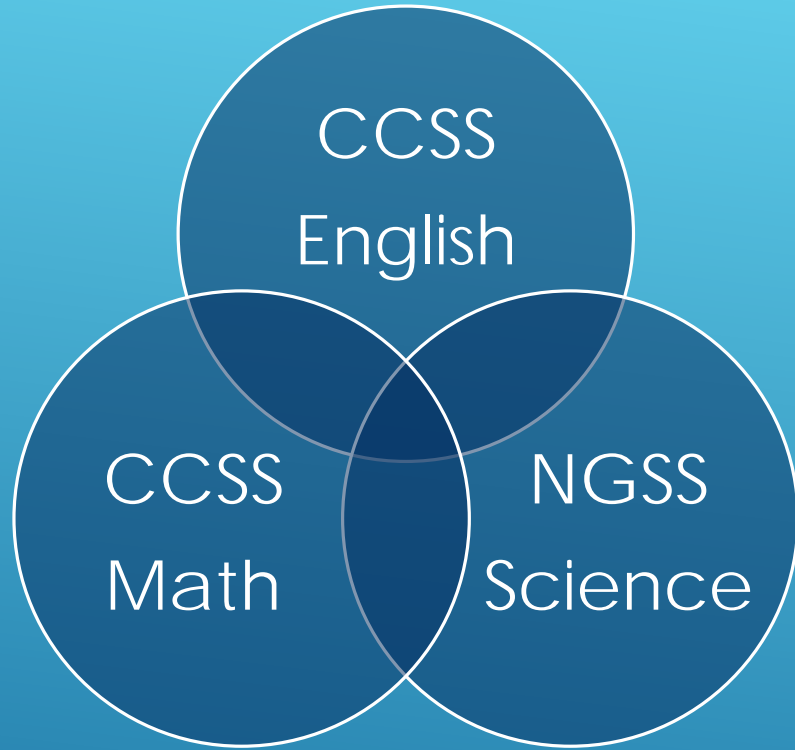


COMMON CORE & NEXT GENERATION SCIENCE

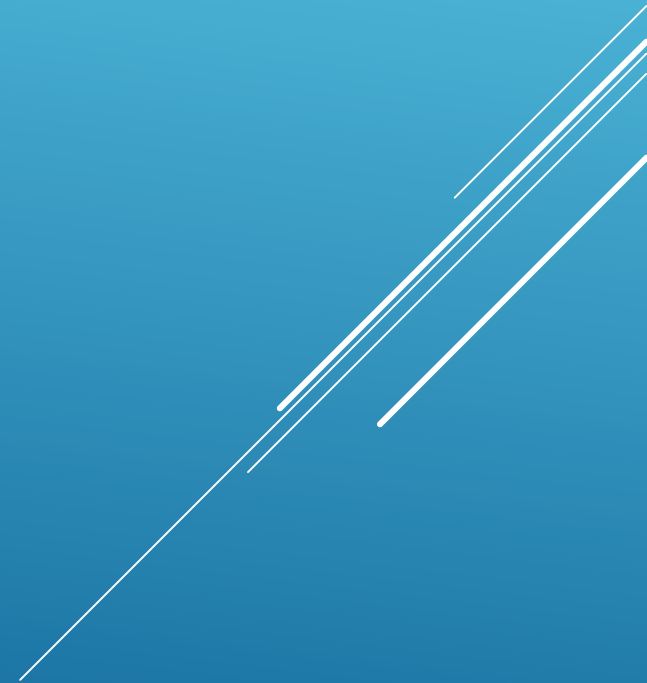
Tying Bookmaking to Curriculum Standards

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Bookmaking promotes practices at the intersections between disciplines.

PRACTICES



Intersection of Science, English and Math

- ▶ E2: Build a strong base of knowledge through content rich texts
- ▶ E5: Read, write, and speak grounded in evidence
- ▶ M3 & E4: Construct viable arguments and critique reasoning of others.
- ▶ S7: Engage in argument from evidence.

Intersection of Science and English

- ▶ S8: Obtain, evaluate, & communicate information.
- ▶ E3: Obtain, synthesize, and report findings clearly and effectively in response to task and purpose.

PRACTICES

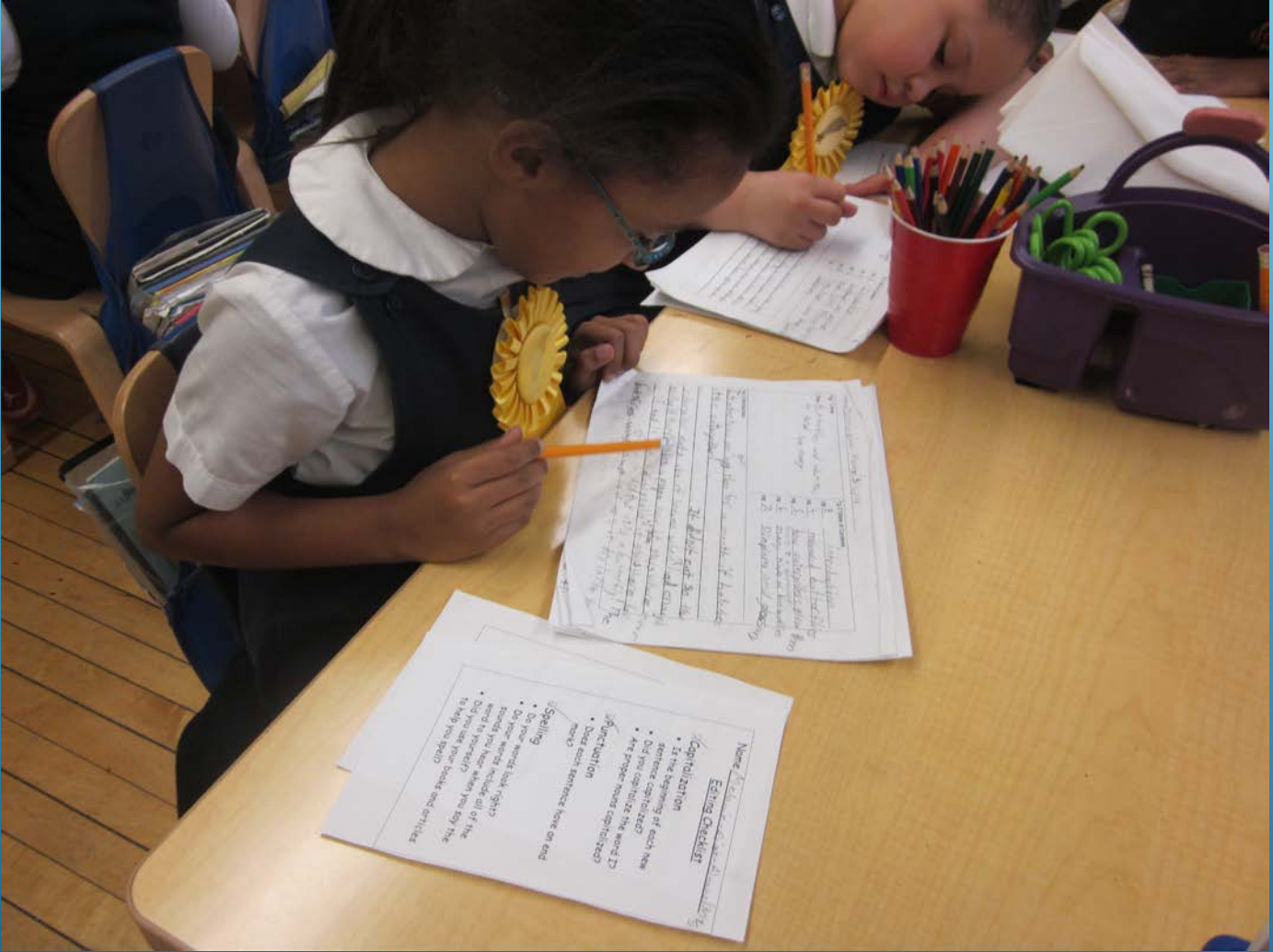
* The Common Core English Language Arts uses the term “student capacities” rather than the term “practices” used in Common Core Mathematics and the Next Generation Science Standards.



GIRLS PREP CHARTER SCHOOL – BRONX

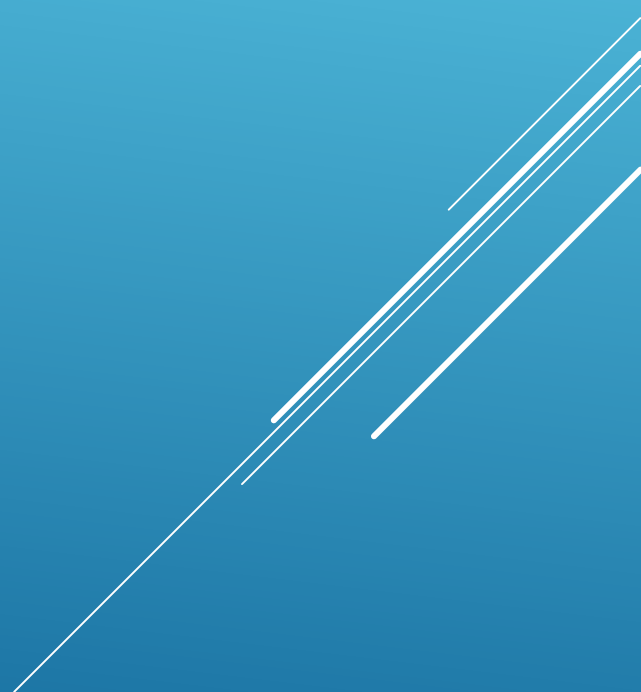
- ▶ W2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- ▶ W2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- ▶ W2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

ENGLISH STANDARDS - WRITING



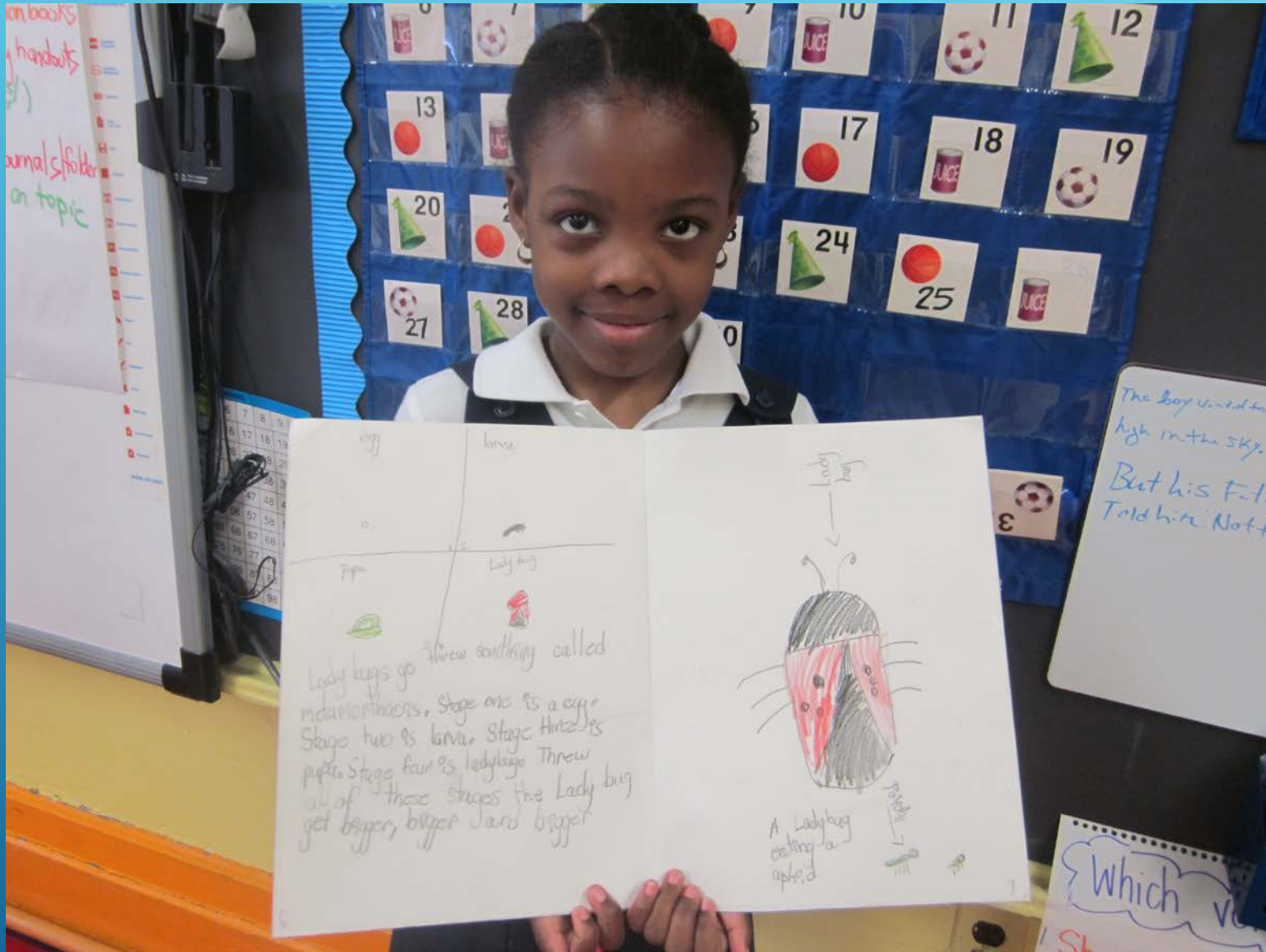
- ▶ R1.2.1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of **key details in a text**.
- ▶ R1.2.2: Identify the main topic of a **multi-paragraph text** as well as the focus of specific paragraphs within the text.
- ▶ R1.2.3: Describe the connection between a series of historical events, **scientific ideas or concepts**, or steps in technical procedures in a text.
- ▶ R1.2.5: Know and use various **text features** (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- ▶ R1.2.6: Identify the **main purpose of a text**, including what the author wants to answer, explain, or describe.
- ▶ R1.2.7: Explain how **specific images** (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- ▶ R2.2.10: By the end of year, **read and comprehend informational texts**, including history/social studies, **science**, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ENGLISH STANDARDS - READING



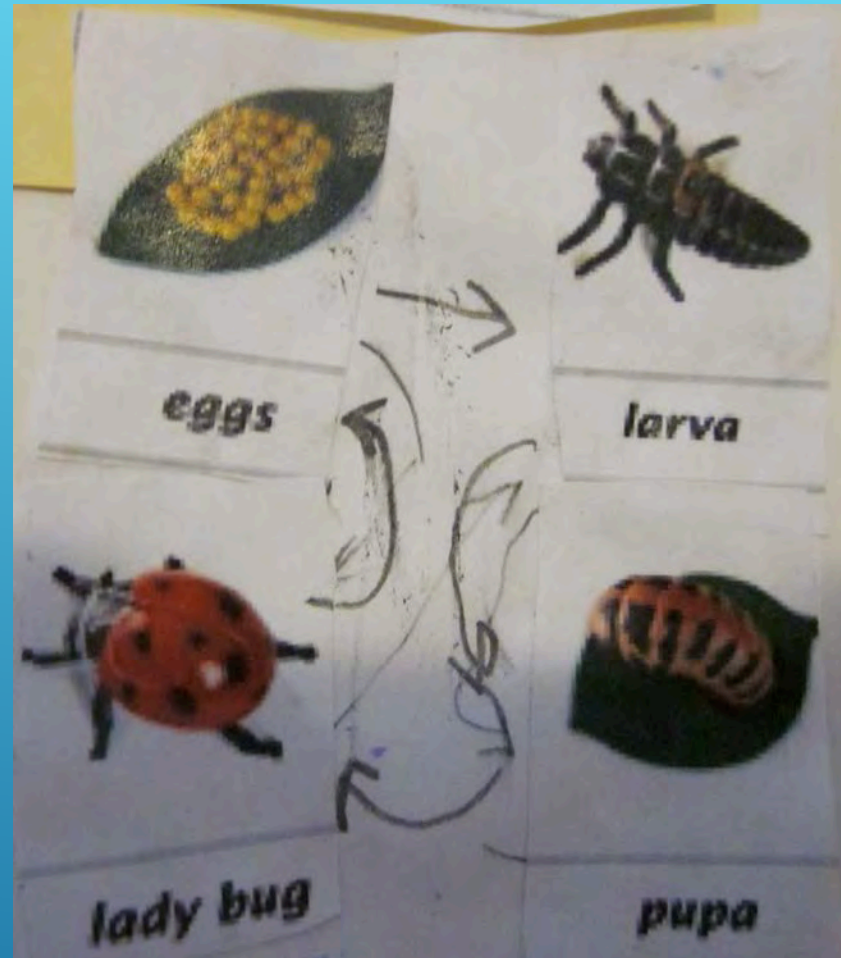
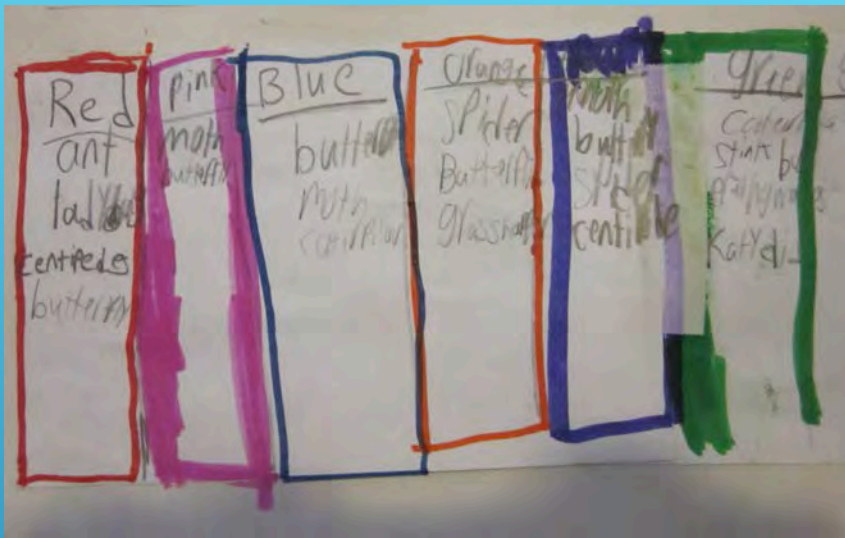
- ▶ Disciplinary Core Ideas:
- ▶ 1-LS1.A Structure and Function: All organisms have external parts. Different animals use their body parts in different ways.
- ▶ 3-LS1.B Growth and Development of Organisms: Animals have unique and diverse life cycles.
- ▶ 3-LS2.D Social Interactions and Group Behavior: Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions.
- ▶ Crosscutting Concepts: Structure and Function.

SCIENCE



The boy went to
high in the sky.
But his father
Told him Not to

Which v



Life Cycle of the Praying Mantis

Egg case → nymphs → adolescents → adults

The praying mantis life cycle has four parts. Nymphs or baby mantises eat their brothers and sisters. They are learning how to be a predator and kill their enemies fast. When the mantis is an adult it kills its prey like other insects.

“After the presentation, the students began to understand that they need to consider their audience. In the past, they felt that if they knew it then everyone did. They began to think about writing for a young reader who might not have the background that they have.”

– Ms. Julia Martin

TEACHER'S COMMENT

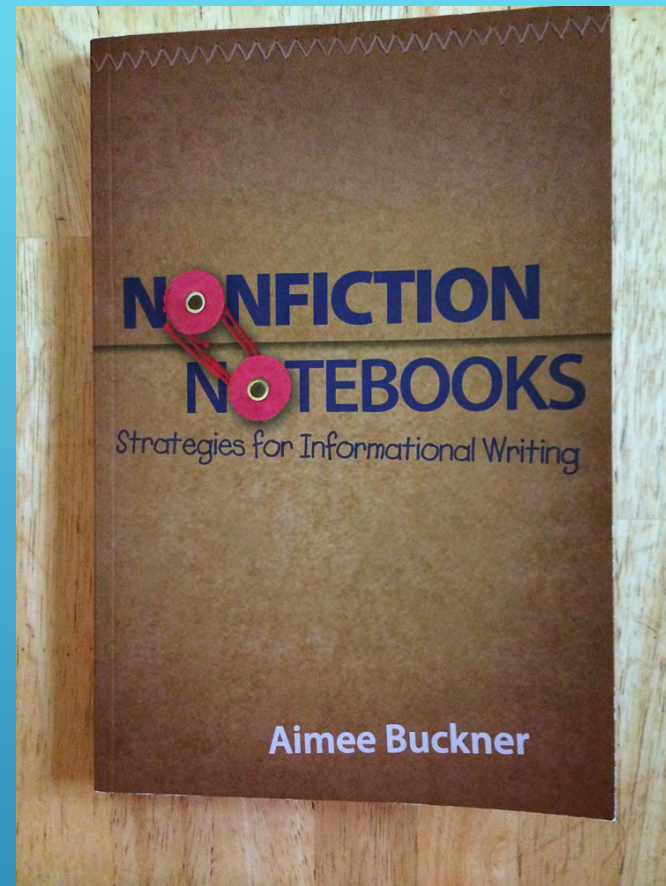
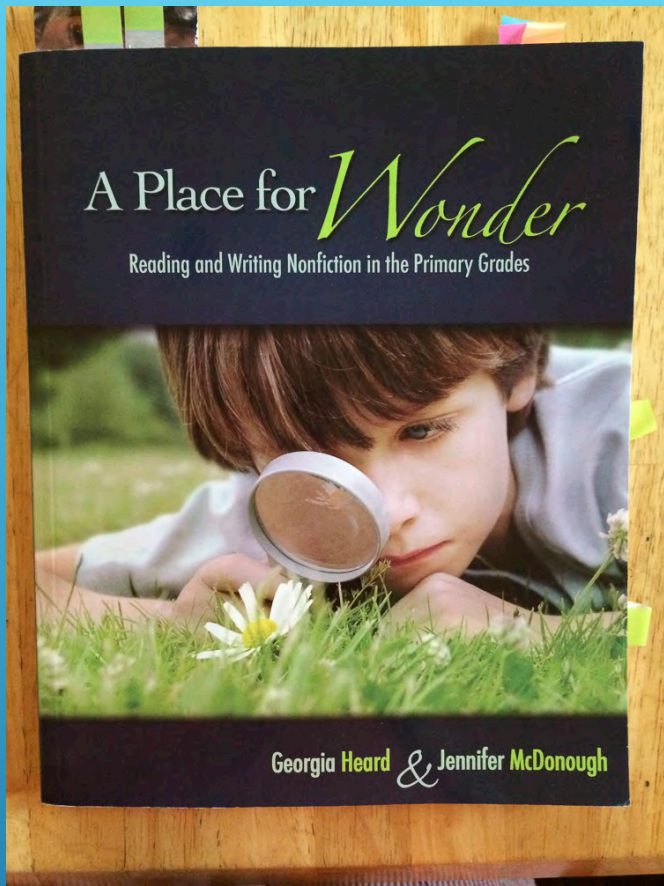
A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against a blue background.

“In the past, I have led mini-lessons on editing. I have modeled how to do it and given students tools for editing. This time students were excited to edit. Not because I told them they had to, but because they wanted it to be right for their books!”

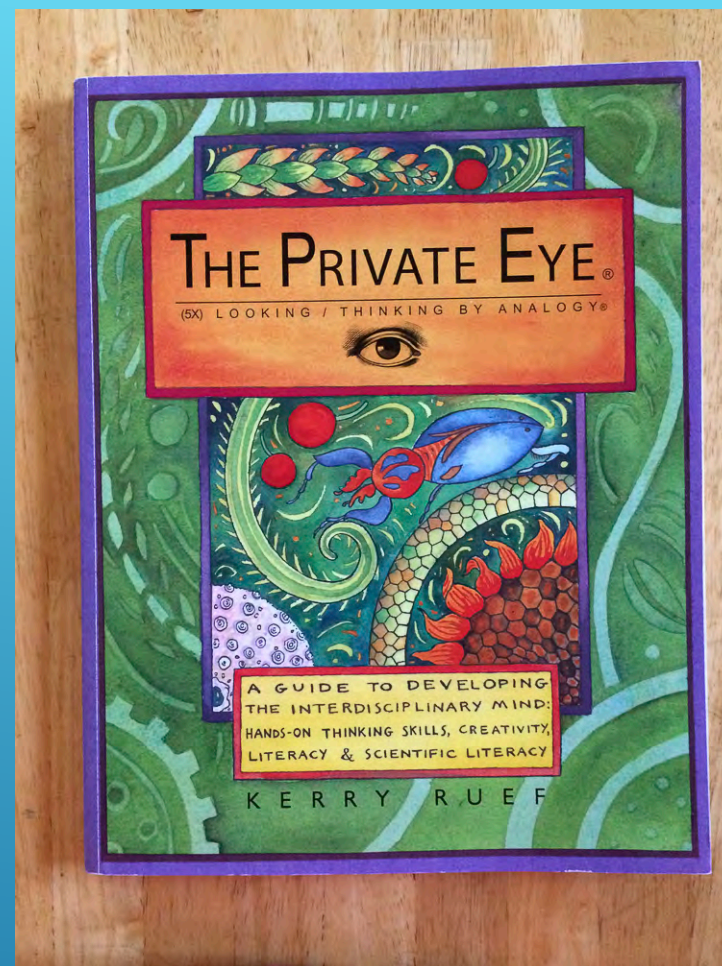
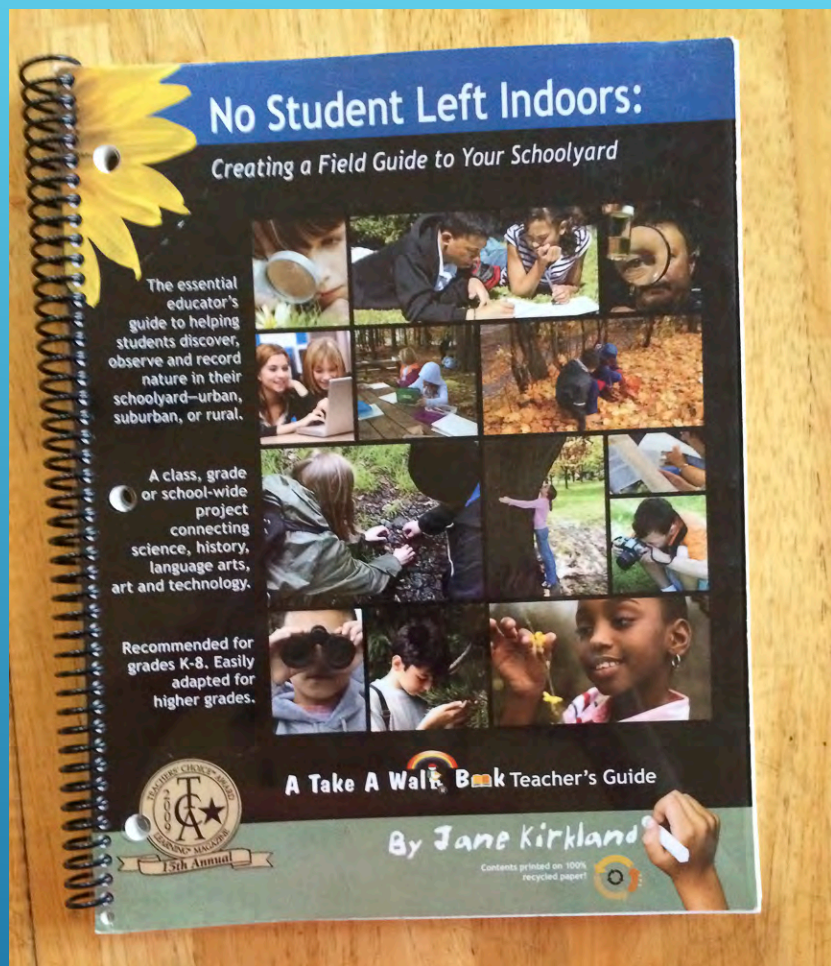
- Ms. Julie Nunez

TEACHER'S COMMENT

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TEACHER REFERENCES - WRITING



TEACHER REFERENCES - EXPLORATION

1st questions

What does it remind me of?

What else does it remind me of?

What does it look like?

Feel like?

Move like?

What else?

(10+ answers per object)

2nd questions

Why did it remind me of that?

3rd questions

Why is it like that?

If it reminds me of ----- I wonder if it might function or work like that in some way?

THE PRIVATE EYE - QUESTIONS

