Make Your Elementary Science Phenomenal!
Understanding Phenomenal Science Instructional Strategies in Grades K-2
Jennel Martin-Powell and Phenomenal Science Team
Agenda

- What is Phenomenal Science?
- Class Question Board
- Investigations
- Claim & Evidence
- Modelling
- Discourse and Comparison
- What is Phenomenal Science?
Consider This: A Phenomenon

sound waves travels like really far it kinda like builds off some of the um sound and so there's

Anchoring Phenomena
What is Phenomenal Science?
Class Question Board

Jot your questions individually about Phenomenal Science.
Chat with your team about your questions.
Determine what are your team’s top 2-3 questions.
Appoint a spokesperson to share your questions with the group.
We will only share 1 question at a time.
Let’s Investigate
Choose a grade level. Move to sit with grade level colleagues. Look over the reference texts:

- Phenomenal Science Core Principles,
- Phenomenal Science Key Instructional Strategies,
- Three Dimensions of Science Standards
Investigating Units

Work together to:

➔ Dig into your portion of a unit
➔ Find any evidence of . . .
  • Core Principles
  • Key Instructional Strategies
  • Practices, DCIs, or Crosscutting Concepts

Choose a way of marking the text or noting each example you find in the units.

Link to Units: [http://phenomscience.weebly.com/the-units.html](http://phenomscience.weebly.com/the-units.html)
Claim and Evidence

Write a Claim on the chart paper based on your investigation of a unit to answer the question: What is Phenomenal Science?

List Evidence found from your unit segment to support your claim.
Let’s Investigate Round 2
Investigating Strategies

Within your team, determine how to divide up the text.

Each team member should read their portion of the text about your strategy.

Share what was learned in your portion of the text about that strategy with your team.

Link to Teacher’s Guide
Model of a Strategy

Sketch on the chart paper what your strategy looks like in the classroom. Include what students are doing, what the teacher is doing, what each are thinking, etc.

Some modeling tools that may be helpful would be to include a Beginning, Middle and End on your model and/or to show “unseen forces” as if you had microscope eyes.
Further Investigation

Read your Phenomenal Science lesson which has an example of your strategy.

Share your thinking about the use of the strategy in this lesson with your strategy group.

What further ideas does this give you about the strategy?
Revising Our Models

Consider your Strategy Models . . . What is still needed?

Revise = Add, Subtract, Tweak, Modify

Base your changes on your lessons and discussions
Circle the Wagons

Post your models around the room.

With a partner stroll around the room and check out all the models. Keep in mind the focus question of **What is Phenomenal Science?**

After only 2 minutes, make your way to the section of the room where the Claim and Evidence charts are located.

Make a stand-up circle there.
Discourse Circle

What is Phenomenal Science?

- what have we seen on the models?
- what do we notice on the Claim-Evidence charts?

We will make a T-Chart to show a comparison between PS and “Traditional Science Instruction”
Organize and Integrate
Strategy Harvest

Strategies you might take back with you from today’s session:

- Class Question Board
- Claim and Evidence
- Modeling
- Discourse Circle
- Concept Map (Comparison)
- Notebooking
- Summary Tables / KLEWS
- Discourse
- Class Question Board
- Exploration Stations
What is Phenomenal Science?

Write your own claim to answer our focus question.
Thank You!

- CONTACT INFO:
  - JENNEL MARTIN-POWELL, marti24@cmich.edu
  - DARCY MCMAHON, mcmah1ds@cmich.edu
  - MATT SAMOCKI, samoc1mj@cmich.edu

- SIGN UP SHEET COMING AROUND