Lesson 1.2
Science Walk
Lesson Overview

Students work as scientists to expand their understanding of living things. The lesson begins with a formal introduction to the word *observe*, followed by a discussion of the senses that scientists use to observe, which are referred to as their Science Tool Kit. Then, partners identify living things in the illustrations of the book *Science Walk*. Next, the teacher introduces a card-sort activity to help the class figure out what types of things are living. The lesson concludes with another card-sort activity, this time with partners sorting living things in order to help them understand that both plants and animals are living. The purpose of this lesson is to further develop students’ understanding of, and experience with, the practices that scientists use, as well as to guide them to draw conclusions about what types of things are living.

**Anchor Phenomenon:** There are no monarch caterpillars in the Mariposa Grove community garden since a vegetable garden was planted.

**Investigative Phenomenon:** Some things are living, and some things are not.

**Students learn:**

- Scientists sort things into groups to help understand what they observe.
- Plants and animals are living things.
- Scientists use different ways to study the world.
- Scientists look for patterns when they make observations about the world.
Partners find living things in the illustrations in the *Science Walk* book.

**Instructional Guide**

1. **Revisit setting a purpose.**

   Remember that one important way readers learn from a book is to set a purpose before reading. When you set a purpose for reading, you decide what you want to figure out as you read something.

2. **Turn to page 14 and set a purpose for reading *Science Walk* a second time.** Point to the list in the illustration.

   As Ms. Lee wrote what her students observed on their walk, she sorted the information into groups. One thing scientists do is make groups. This helps them figure out what types of things they have observed. This list that Ms. Lee recorded shows a group of living things and a group of nonliving things.

   Today we have a new purpose for reading this book. We are going to observe what types of things are living things. You and your partner will look for living things in the book.

3. **Introduce Partner Reading.** Let students know that they will work with partners. Point to the Partner Reading Guidelines. Explain that these guidelines will help them make sense of the book as they browse.

4. **Model the Partner Reading Guidelines.** Invite a volunteer to be your reading partner. Read each guideline aloud and model the corresponding behavior with a partner.

   - Sit next to your partner.
   - Put the book between you.
   - Take turns reading and listening.

   You and your partner will take turns flipping the pages. As you look at the book, you will work to find out what types of things live in a place. You are looking for pictures or words of living things.
5. **Assign partners and provide time for Partner Reading.** Distribute a copy of *Science Walk* to each pair. Give students time to look through the book to find out what kinds of things live in a place.

6. **Transition to the discussion area.** Bring the *Science Walk* big book, but also have students bring their copies of *Science Walk* with them.

7. **Debrief the Partner Reading.**

   You and your partner read with the purpose of finding the different types of living things. What living things did you find live in the place near the students’ school?

   Invite students to point out the places where they found things living. As they share, turn to the corresponding page in the *Science Walk* big book. Accept all responses.

   Invite all students to raise their hands when someone shares something they also found.

8. **Collect the *Science Walk* books.**

9. **Summarize and problematize student contributions.**

   You found many things you think are living in the place near the students’ school. I am not sure everyone in our class agrees that everything we found in the book was really a living thing. We are going to see if we can find out more about what types of things are living things.

**Teacher Support**

**Background**

**Literacy Note: Partner Reading**

Partner Reading is a common classroom practice that provides opportunities for each student in a pair to be the reader and the supporter while reading a text. Our approach introduces this common practice to kindergartners by including questions and routines that support working together to gather information and understand a text in ways that do not require word-reading skills. In Partner Reading, students make sense of a text with a partner selected by the teacher. While the teacher introduces the purpose for reading and models the reading task, students take primary responsibility for making sense of the text (in this case, using the illustrations). During reading, the teacher encourages students; after reading, the teacher guides a reading reflection.

**Rationale**

**Literacy Note: Partner Reading**

Partner Reading provides time for students to apply and practice the reading strategies they are learning and provides opportunities for them to assist each other with reading. In this lesson, Partner Reading is not focused on reading the words of the text; rather, it is focused on working together with a partner to use the images in the book to gather information for the purpose of answering a question. Later in the unit, students will have more opportunities to Partner Read. For kindergarten readers, it may take more time to establish procedures for Partner Reading. This will vary.
depending on the needs of your class. You may wish to provide additional modeling on how to read images and search images for information. Set clear expectations for partner work, such as sharing the reading equally, helping each other understand the pictures in the text, and speaking in quiet voices. Establishing procedures takes time at first, but will pay off in terms of students’ learning and the management of these lessons. Over time, students gain practice working together and will need fewer reminders about reading together effectively.

**Instructional Suggestion**

**Literacy Note: Supporting Partner Reading**
If you have your own routines for partner reading that your students are used to following, please use those to support the activity. You may already have set reading partners that students work with, or set places that students go to read, or ways that they sit together and share the book. Continue whatever supports you have already established with your class. Other supports you may want to consider are: using heterogeneous grouping for students to support each other or using homogeneous grouping so that you can give targeted support to students with similar needs by working with select groups.

**Rationale**

**Pedagogical Goals: Getting a Read on the Classroom**
Asking students to raise their hands in the discussion after Partner Reading gives you the opportunity to see if there is consensus or disagreement among students about what they identify as living. This gives you a way to quickly check on student understanding as part of the lesson.

**Instructional Suggestion**

**Supporting Discussion: Allowing Ideas to Develop**
As students share, do not confirm if they are right or wrong; rather, acknowledge all contributions, even if the example given is not a living thing. Students will work to refine their understanding of living things in the next activity. This activity is a time for exploration—there will be time to correct students later.

**Rationale**

**Pedagogical Goals: Understanding the Nature of Science**
One goal set forth by the Next Generation Science Standards (NGSS) is for students to understand the nature of science as a discipline and how scientific knowledge develops over time. The NGSS call out eight understandings about the nature of science that are woven throughout the Amplify Science curriculum. This unit gives students an opportunity to experience the understanding that Scientific Investigations Use a Variety of Methods. Specifically, the informational text *Science Walk* illustrates the idea that scientists use different ways to study the world.
Partner Reading: Science Walk

Partners find living things in the illustrations in the Science Walk book.

Instructional Guide

1. Revisit setting a purpose.

Recuerden que una manera importante en la que los lectores aprenden de un libro es definir un propósito antes de leer. Cuando definen un propósito para leer, deciden lo que quieren averiguar mientras leen algo.

2. Turn to page 14 and set a purpose for reading Science Walk a second time. Point to the list in the illustration.

Mientras la señorita Lee escribía lo que sus estudiantes observaron en su paseo, clasificó la información en grupos. Una cosa que hacen los científicos es hacer grupos. Esto les ayuda a averiguar qué tipos de cosas han observado. Esta lista que apuntó la señorita Lee muestra un grupo de seres vivientes y un grupo de seres no vivientes.

Hoy tenemos un nuevo propósito para leer este libro. Vamos a observar qué tipos de cosas son seres vivientes. En parejas, buscarán seres vivientes en el libro.

3. Introduce Partner Reading. Let students know that they will work with partners. Point to the Partner Reading Guidelines. Explain that these guidelines will help them make sense of the book as they browse.

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4. Model the Partner Reading Guidelines. Invite a volunteer to be your reading partner. Read each guideline aloud and model the corresponding behavior with a partner.

- Sit next to your partner.
- Put the book between you.
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Tomarán turnos para pasar las páginas. Mientras miran el libro, trabajarán para averiguar qué tipos de cosas viven en un lugar. Están buscando imágenes o nombres de seres vivientes.
5. Assign partners and provide time for Partner Reading. Distribute a copy of *Science Walk* to each pair. Give students time to look through the book to find out what kinds of things live in a place.

6. Transition to the discussion area. Bring the *Science Walk* big book, but also have students bring their copies of *Science Walk* with them.

7. Debrief the Partner Reading.

   - Invite students to point out the places where they found things living. As they share, turn to the corresponding page in the *Science Walk* big book. Accept all responses.

   - Invite all students to raise their hands when someone shares something they also found.

8. Collect the *Science Walk* books.

9. Summarize and problematize student contributions.

   - Encontraron muchas cosas que piensan que son vivientes en el lugar cerca de la escuela de los estudiantes. No tengo la seguridad de que todos en nuestra clase estén de acuerdo con que todo lo que encontramos en el libro era realmente un ser viviente. Vamos a ver si podemos averiguar más acerca de qué tipos de cosas son seres vivientes.

**Teacher Support**

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