# Expansive Explanations

### Initial Definition

1. Before reading, represent your understanding of Expansive Explanations below (concept map, list, formal definition, etc.). If you’re not sure, what questions do you have? (Jot them below or add them to the wondering wall)

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| My definition: |

### READING – EXPANSIVE Explanations

1. Read the excerpts on [page 1 of the handout](https://seattleschools.sharepoint.com/:b:/r/sites/ScienceTeacherLeadershipPLC-O365/Shared%20Documents/General/Convening%201/Expansive%20Explanations%20Handouts.pdf?csf=1&web=1&e=lVaz6b) and consider what you might add or change about your definition. Feel free to add notes here, or add any additional information to the wondering wall.

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| Notes: |

### Choice Activities

1. Choose from any of the following to explore this idea more. Jot down some notes (connections, wonderings, ideas, etc.) to discuss with a partner.

* **Choice 1:** Read [the table on page 2](https://seattleschools.sharepoint.com/:b:/r/sites/ScienceTeacherLeadershipPLC-O365/Shared%20Documents/General/Convening%201/Expansive%20Explanations%20Handouts.pdf?csf=1&web=1&e=lVaz6b) describing the practice of constructing explanations (excerpted from NGSS [Appendix F](https://www.nextgenscience.org/sites/default/files/resource/files/Appendix%20F%20%20Science%20and%20Engineering%20Practices%20in%20the%20NGSS%20-%20FINAL%20060513.pdf)). Discuss: What do you noticed about the components of this practice? How might you support students to engage in this practice?
* **Choice 2:** Read [the Scientific Explanation Guidelines from Amplify on page 3.](https://seattleschools.sharepoint.com/:b:/r/sites/ScienceTeacherLeadershipPLC-O365/Shared%20Documents/General/Convening%201/Expansive%20Explanations%20Handouts.pdf?csf=1&web=1&e=lVaz6b) Then, discuss: How might you work with your students to expand their understanding of what counts as an explanation? What prompts might you use to orient students to their own and their peers' ideas and experiences?
* **Choice 3:** Look at the [examples of Evidence Trackers and student work starting on Page 4.](https://seattleschools.sharepoint.com/:b:/r/sites/ScienceTeacherLeadershipPLC-O365/Shared%20Documents/General/Convening%201/Expansive%20Explanations%20Handouts.pdf?csf=1&web=1&e=lVaz6b) Then discuss, how can we use the Evidence Tracker and other strategies (e.g., Wondering Wall, Gotta Have It Check Lists, Evidence cards, etc.) to support students in engaging in sensemaking activities and in constructing their own expansive explanations?

1. Discuss your connections, wonderings, ideas, etc. with a partner or with your table group.
2. If you have time, create a group definition of Expansive Explanations based on these resources you reviewed today.

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| Notes (connections, wonderings, ideas, etc.) |

 We will move on to the next section as a whole group. If you have more time, feel free to review another of the choice activities, or discuss more connections, wonderings, ideas, etc. with your table group.

### CLassroom CASE STUDY

1. You will examine artifacts and a video all together. As you watch and look at the work, consider connections to your understanding of Expansive Explanations. What did you observe in the student work?  What did you observe students doing /saying? How does this connect to your line of inquiry?

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| Notes: |

1. Participate in a discussion with your table group. What did you observe in the student work?  What did you observe students doing /saying? How does this connect to your line of inquiry?

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| Notes: |

### Summarizing

1. Review and reflect on how your understanding of Expansive Explanations has changed. What do you want to take back to your PLC? To your classroom?

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| Notes: |