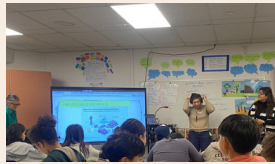




## What We Tried

- **Using unit visuals to revise models & engage with more technical Spanish language:** Students began the lesson by revisiting old models and deciding what they should add to a combined group model based on evidence they learned thus far. Blanca constantly referenced a wall in the front of her classroom with evidence (a set of graphs that describe the problem) and images of the phenomenon and during the lesson, the students did the same. Students freely moved to these images and discussed what they meant and how they would add ideas to their group models.
- **Literacy & Science Strategy with stories & models.** During the first lesson, students looked at their individual models and read and highlighted similarities and differences between their models and the stories. Scaffolding- Breaking the models into before, during and after/ just focusing on before and during.
- **Deep dive into one family story:** We read one family story about water rights in Sequim, Washington, chosen because it highlighted local issues connected to salmon ecosystems and Indigenous groups. Students then worked in groups to create a new model of the past and present.
- **Just-in-time instruction:** Attending to power and the impact of industry. We noticed students were attending to descriptions of environmental changes, but not root causes or the role of industry. Teachers Ruby and Michelle presented some just-in-time teaching about the role of industry in water scarcity. Students used post-its to add information about the water cycle and industry to their models. Students also shared out their group models, explaining how they saw industry and power connected to issues of water scarcity.



## What to try in your classrooms

Consider bringing these two PASTEL commitments (Positioning Families and Communities as Rightfully Belonging, and Recognizing that Power, Historicity, and Futures Matter) into your own science units through:

- Eliciting family stories related to the unit topic, and incorporating them into student model building.
- Asking students to do home-based data collection and neighborhood walks to make observations relevant to the unit
- Adding just-in-time mini lessons to extend student work and science learning through critical analyses of social issues and root causes
- Using and constantly interacting with dedicated wall space with relevant graphs/evidence and language support for key concepts



Please reach out to your coach for help implementing any of these ideas! We will share what we learn at our next community meeting.