West Virginia DEPARTMENT OF EDUCATION

Remote Learning with Science Articles

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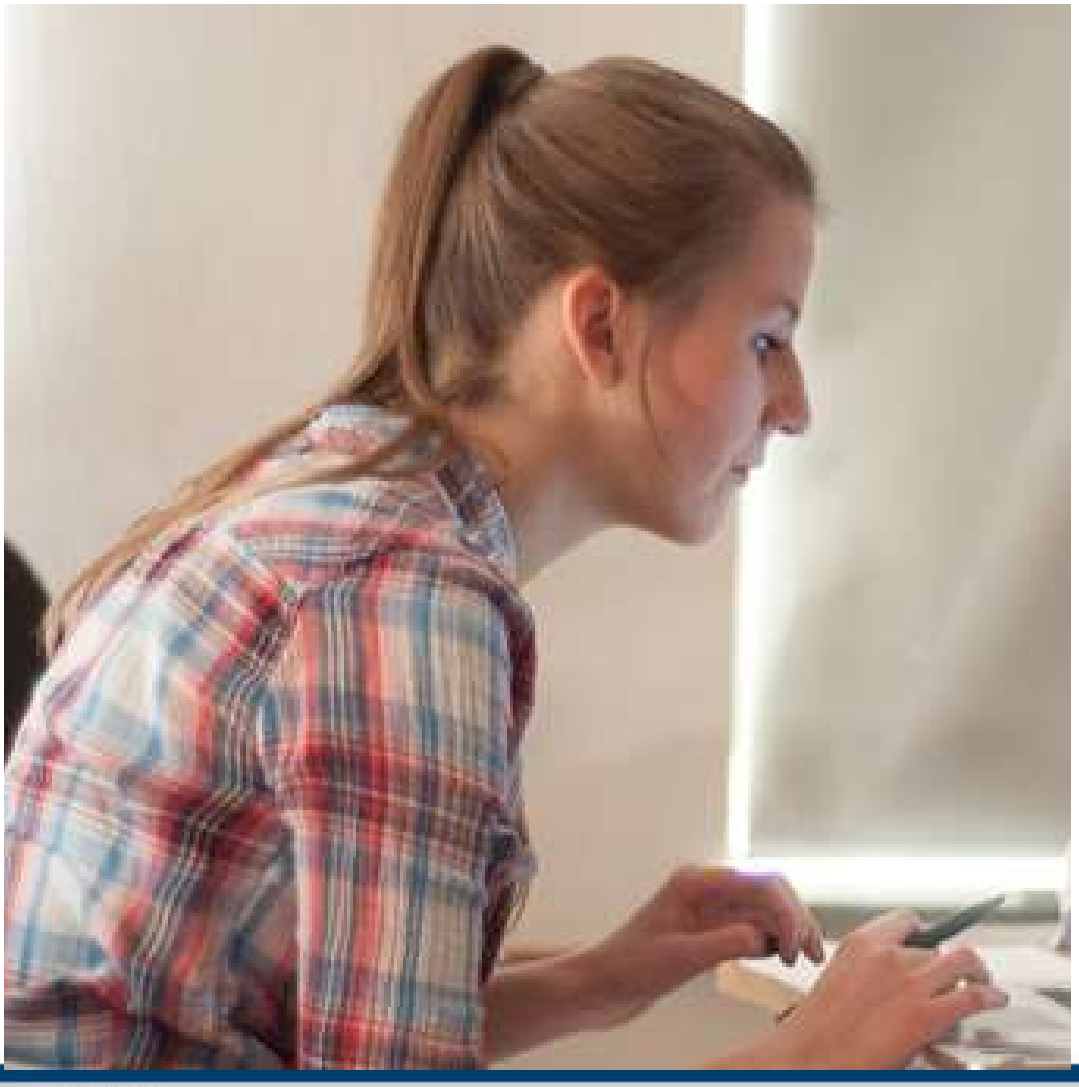
Beyond the Classroom



- Science articles
- Science content
- Current information
- Relevant

Science News for Students

Science News

MAGAZINE OF THE SOCIETY FOR SCIENCE & THE PUBLIC

Science Article Review

Name _____Period_____

Title of Article: _____

Does the article appear interesting from the title? Why?:

_____

_____

Preview: The first few paragraphs usually tell you who, what, when, where, how, and why.

Who Wrote It	When Was it Written	What Is The Topic About

Key Details About The Article:

Detail 1	Detail 2	Detail 3

HONORS Anatomy NAME _____ Date _____

<table>
<tr><td colspan="3">Title of Article:</td></tr>
<tr><td rowspan="2">Give the summary of the article in 20 words.</td><td>What new information did you learn?</td><td rowspan="2">Name a real-life application of the lesson.</td></tr>
<tr><td>Evidence from the text.</td></tr>
<tr><td colspan="2">5 new words and its meaning from the article:</td><td>Personal comments/suggestion about the article:</td></tr>
</table>

ScienceNews for Students

- Stories about recent research and current events
- Many additional resources accompany stories
- https://www.sciencenewsforstudents.org/

ScienceNews for Students

Search Results for: ecosystems

ecosystems

TOPIC

All Topics

NGSS

All NGSS

READABILITY

All Readability

DATE RANGE

mm/dd/yyyy

mm/dd/yyyy

SORT BY

Relevance

DATA Nuggets

- Activities that bring real scientific data into the classroom, guiding students through the entire process of science while building their quantitative abilities.
- Teacher's Guides
- http://datanuggets.org/

DATA Nuggets

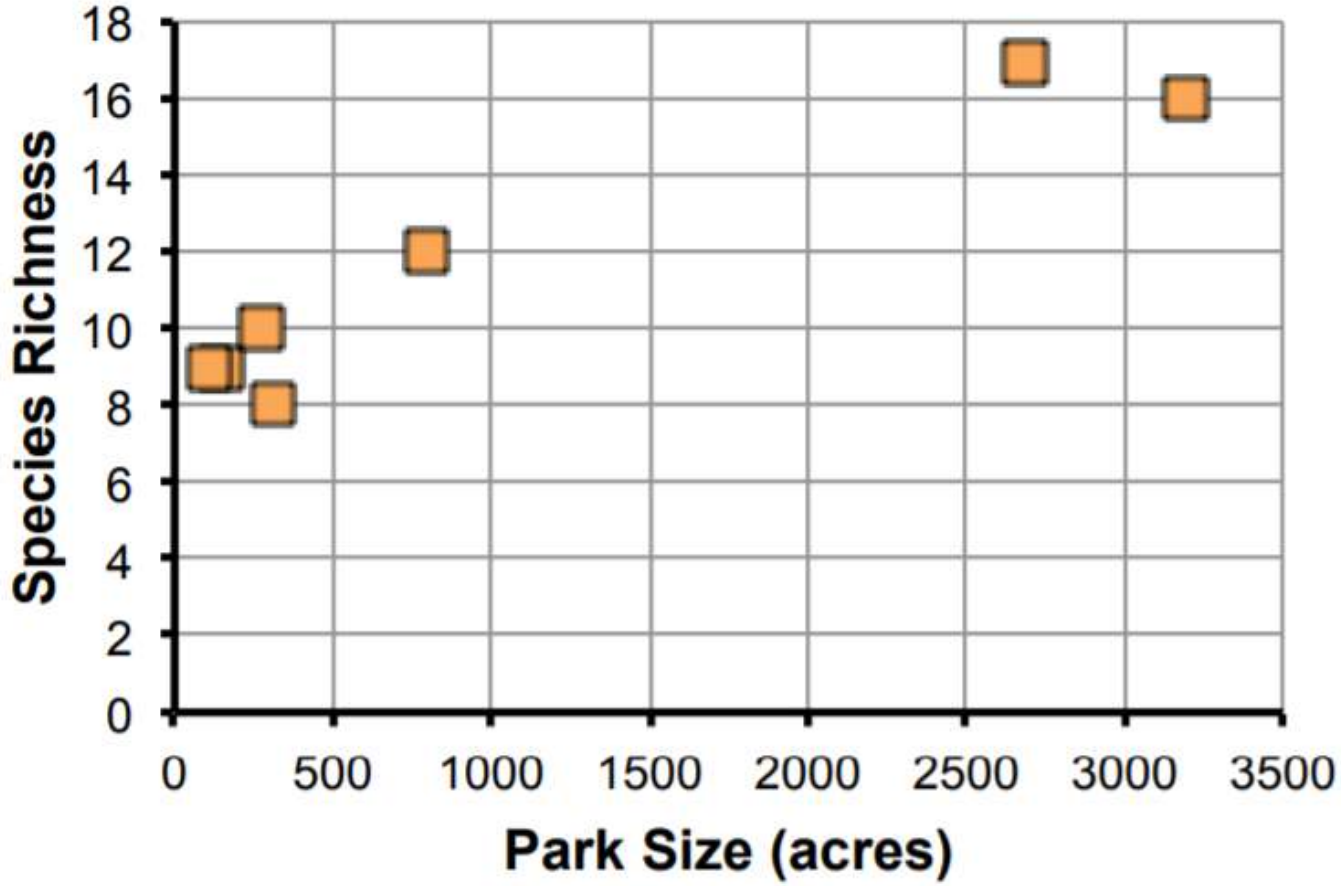
Level 1	• Elementary and above
Level 2	• Middle School and above
Level 3	• High School and above
Level 4	• Advanced High School students • College undergraduates

DATA Nuggets

Type A graph provided	• Data: displayed on graph • Axis labels and scale provided
Type B	• Data: student graphs data • Axis labels and scale provided
Type C student creates graph	• Data: student graphs data • Axis labels and scale not provided

	Title	Keywords	Summary	Content Level	Study Location
	Won't you be my urchin?	coral reef, herbivory, marine, sea urchin, water, animals, competition	Corals are the most important reef animals since they build the reef for all of the other animals to live in. But corals only like to live in certain places. In particular they hate living near algae because the algae and coral compete for the space they both need to grow. Perhaps if there are more vegetarians, like urchins, eating algae on the reef then corals would have less competition and more space to grow.	1	Flower Garden Banks National Marine Sanctuary, Texas
	Coral bleaching and climate change	climate change, coral reef, marine, mutualism, temperature, animals, algae, adaptation, evolution	Corals are animals that build coral reefs. They look brown and green because they have small plants, called algae, that live inside them. The coral animal and the algae work together to produce food so that corals can grow big. When the water gets too warm, sometimes the coral and algae can no longer work together. The algae leave and the corals turn white, called coral bleaching. Scientists want to study coral bleaching so they can protect corals and the reefs that provide a home for so many different species.	1	Florida Keys, Florida
	Raising Nemo: Parental care in the clown anemonefish	adaptation, animals, behavior, coral reef, ecology, fish, marine, mating, tradeoff	Offspring in many animal species rely on parental care; the more time and energy parents invest in their young, the more likely it is that their offspring will survive. However, parental care is costly for the parents. The more time spent on care, the less time they have to find food or care for themselves. In the clown anemonefish, the amount of food available may impact parental care behaviors. When	3	Boston University, Massachusetts

Below are graphs of the data: Identify any changes, trends, or differences you see in the graphs. Draw arrows pointing out what you see, and write one sentence describing what you see next to each arrow.



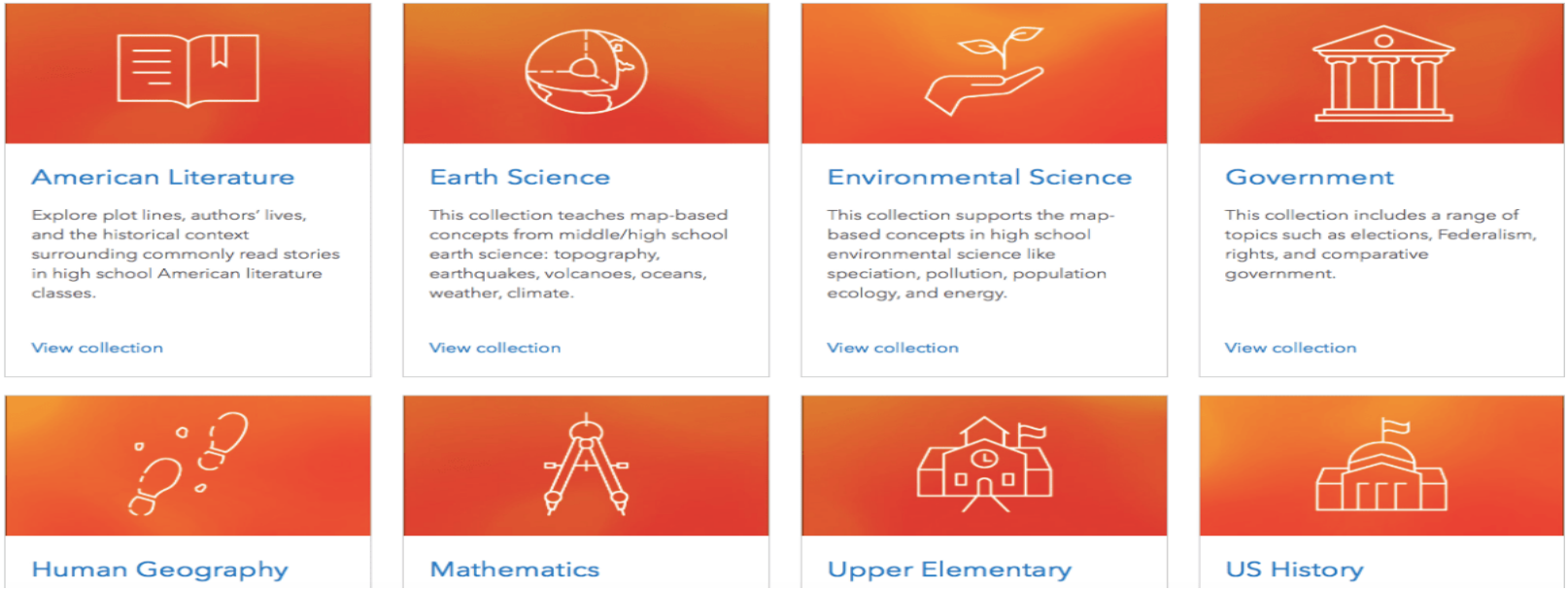
Questions?

Comments?

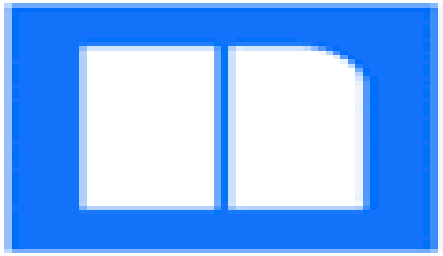
Suggestions?

ReadWorks®

- FREE content, curriculum, and tools to power teaching and learning from Kindergarten to 12th Grade
- Students can highlight, annotate, and complete assignments
- Easily printable
- https://www.readworks.org/



- designed to be 15 minute "lecture replacements."
- real-world data provides a geographic component
- Easily printable student worksheets
- http://esri.com/geoinquiries



newsela

- High-interest news and nonfiction articles
- Each article can is available for different grade levels/lexile levels.
- a free version is available
- https://newsela.com/

Questions?

Comments?

Suggestions?

Questions to consider…

- How to keep science students motivated to complete the lab assignment?
- How will you provide feedback?
- Creative "proof" that students completed the assignment?

Name: _____ Date: ____

Reading Guide for Sahara Dust Storms article

***** The teacher creates a Reading Guide…

* Questions should focus on key concepts and content specific words.

***** Students pre-read the questions *before* reading the article.

***** Students complete the Reading Guide and submit it for credit.

Name: _____ Date: ____

Three things you learned from the lesson.

Two things that you found interesting and that they'd like to learn more about.

One question you still have about the material.

Name: _____ Date: ____

Define 3 new vocabulary terms
* keystone species
* tide pools
* gastropods

List 2 examples of filter feeders.

Use complete sentences to:
Describe 1 **similarity** that tidepools have to a river or stream in WV.
Describe 1 **difference** that tidepools have to a WV river or river or stream.

Incorporation of NGSS Cross Cutting Concepts

Frame your article analysis questions around:

Patterns
Similarity and diversity
Cause and effect
Systems and system models
Structure and function
Stability and change

Start Small but THINK BIG!

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Science Coordinator

Jennifer Schwertfeger, Presenter
Cameron High School
Marshall County

Survey link:

Instructional Support Professional Learning Forum Session Survey/Evaluation

https://bit.ly/survPL83720

IMPORTANT:

You must complete the survey and hit "submit" to be counted as present for this session.