Teaching Science through Reading and Writing

Curriculum

As the new year of teaching virtually has taught us to become more fluid and flexible in our teaching, so has our need to incorporate our teaching across curriculum areas. Teachers sometimes complain how there is not enough time through the day to cover everything they need to teach. Through my learnings at Adams State, the classes have shown me how to be able to balance more curriculums together. For this reason, I will be developing a PD for my peer team that integrates Reading and Writing across the Science classroom. I will be utilizing the 3D books that I utilized while taking the course to help my fellow teachers.

Proposed Audience:

PD will be composed and given to fifth grade teachers at Dr. Sue Shook Elementary. The school currently has over 1300 students ranging from Pre-K to fifth grade.

The teachers who will be receiving the development consist of 7 fifth grade teachers (I am the eighth). They serve approximately 208 students both virtually and traditionally. All teachers are self-contained which means they teach all subject areas for their own class.

Due to the current situation, the campus is now on a 1:1 ratio for technology. The incorporation of technology on a 1:1 level had not been possible until this year. Teachers are learning new ways to help bring online resources to their teaching and help incorporate material across contents.

Standards Addressed:

Texas Standards (Fifth Grade)

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
(A) describe personal connections to a variety of sources, including self-selected texts.
(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
(C) use text evidence to support an appropriate response.
(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
(F) respond using newly acquired vocabulary as appropriate; and
(G) discuss specific ideas in the text that are important to the meaning.

Recruitment

The development session will be for approximately 45 minutes with follow up sessions to conduct interviews based on results.

Survey

Pre-Survey Questions

Would integrating reading into the science curriculum give more flexibility throughout the day?
Will teaching the science during reading time help incorporate both reading and science skills?
Do you think that there is any negative result that can come from teaching science during your reading time?

Post Survey Questions

What were you able to utilize from the training into your class?
Was it successful?
How would you better improve on it to help reach more of your students?

Expected Outcomes

The expected outcome is to help teachers incorporate their reading time with science so that they can cover more curriculum within the allotted time in the day.

Follow Up

There will be weekly professional leaning communities held with the team. Continuous feedback will be requested as well as collaborative ideas will be shared.

Analyzation Techniques

Data collections that will be used to analyze the success of the PD will be pre and post surveys as well as interviews and weekly follow ups