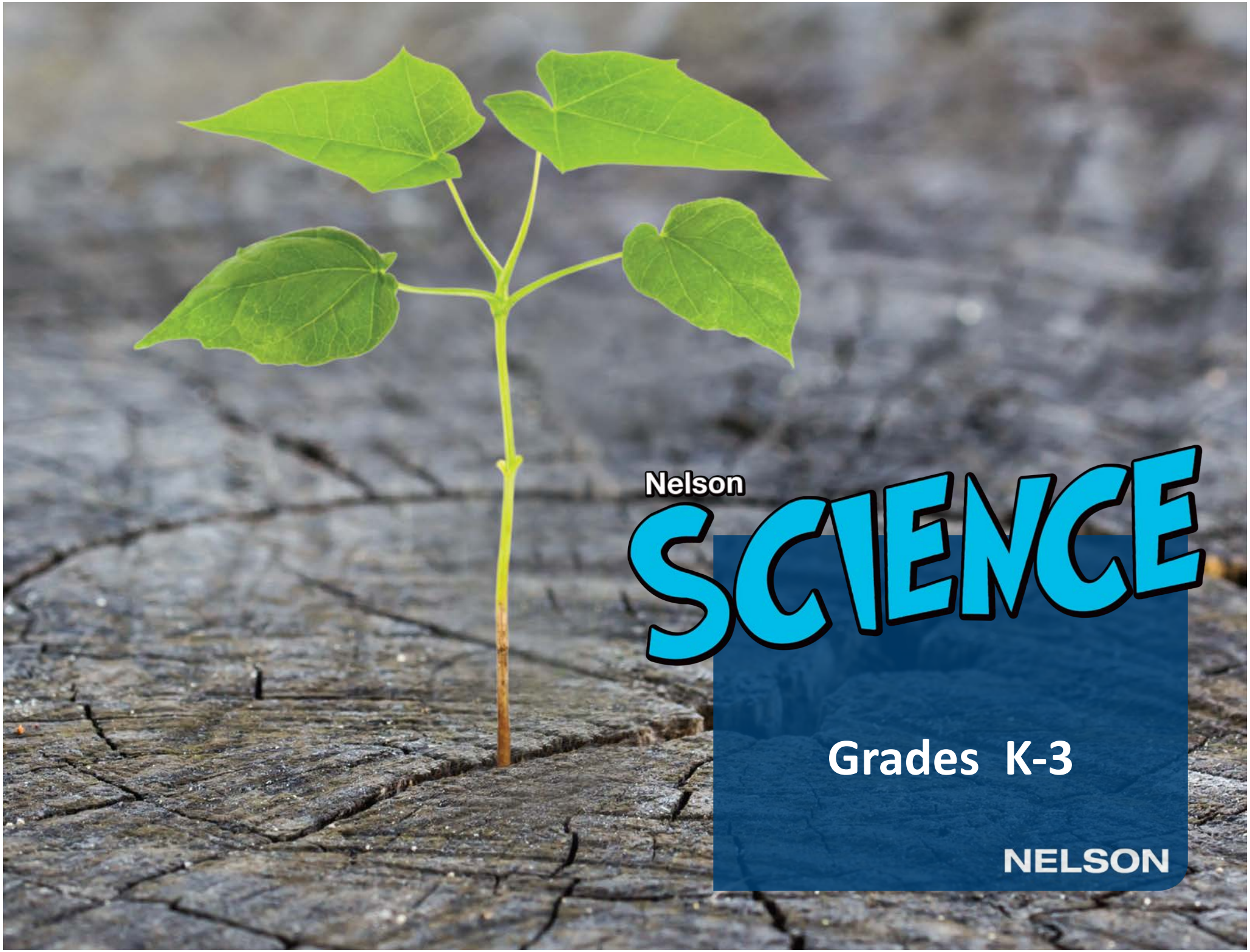
Nelson
SCIENCE
Grades K-3
NELSON

Agenda

1. **The New BC Science Curriculum**
   > What's changed
2. **Foundations of the New BC Science Curriculum**
3. **Unpacking Nelson Science K-3**
4. **Observing and Supporting Learning with Nelson Science K-3**
5. **The Complete Nelson BC Resource Suite**
6. **Questions**

The New BC Science Curriculum

- What's changed?

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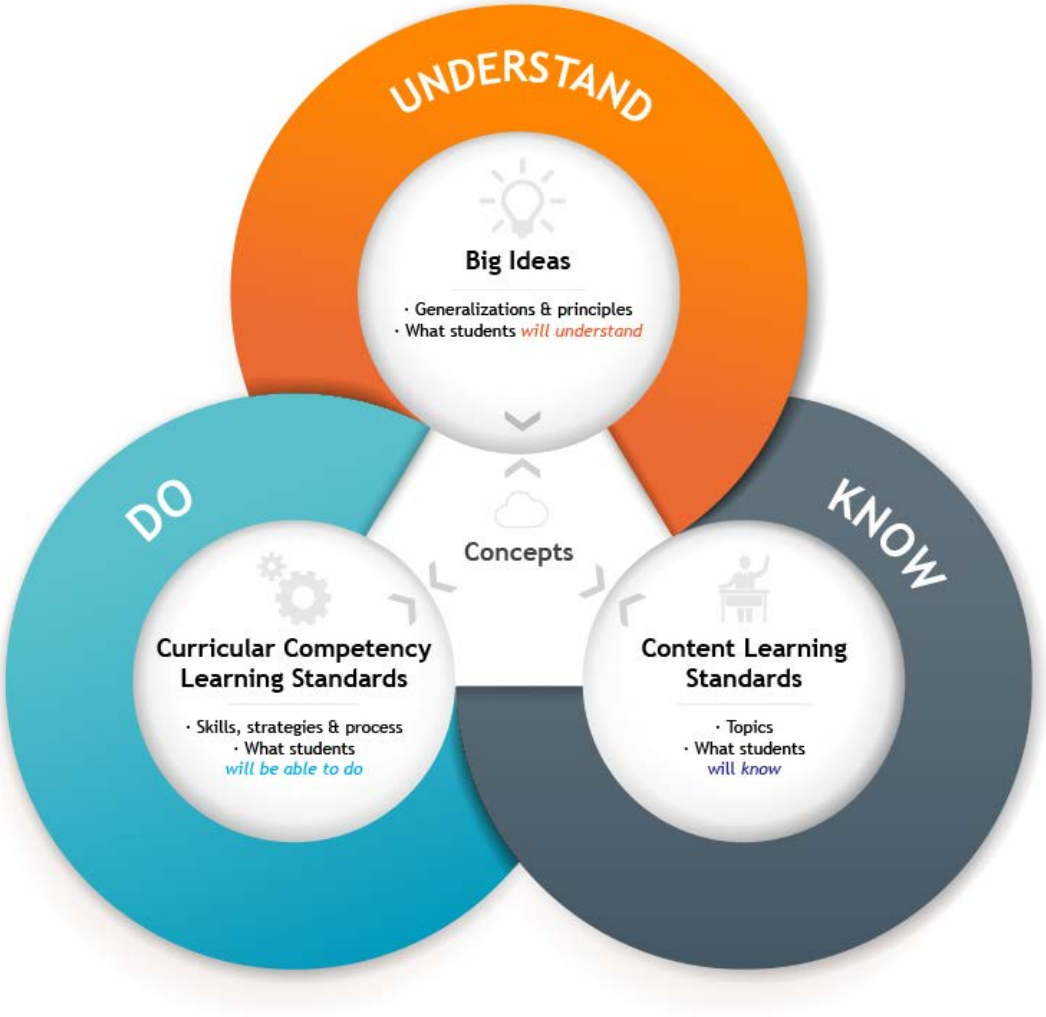
KDU – Curriculum Model



“Know” - The New Content Learning Standards

80% of curriculum topics from the 2005 curriculum have been moved, modified, or removed

84% of curriculum topics in the 2016 curriculum are new to the grade or have been modified

"Do" - Increase Emphasis

In 2005:

23% of the learning standards were about skills and processes

In 2016:

71% of the learning standards are about skills and processes

Understanding

- Basic content knowledge is essential to support the ‘doing of science’

- Deeper learning is achieved when students have a starting point for scientific inquiry and it’s connected to the real world and supported by a foundation of content knowledge

Foundations of the New BC Science Curriculum

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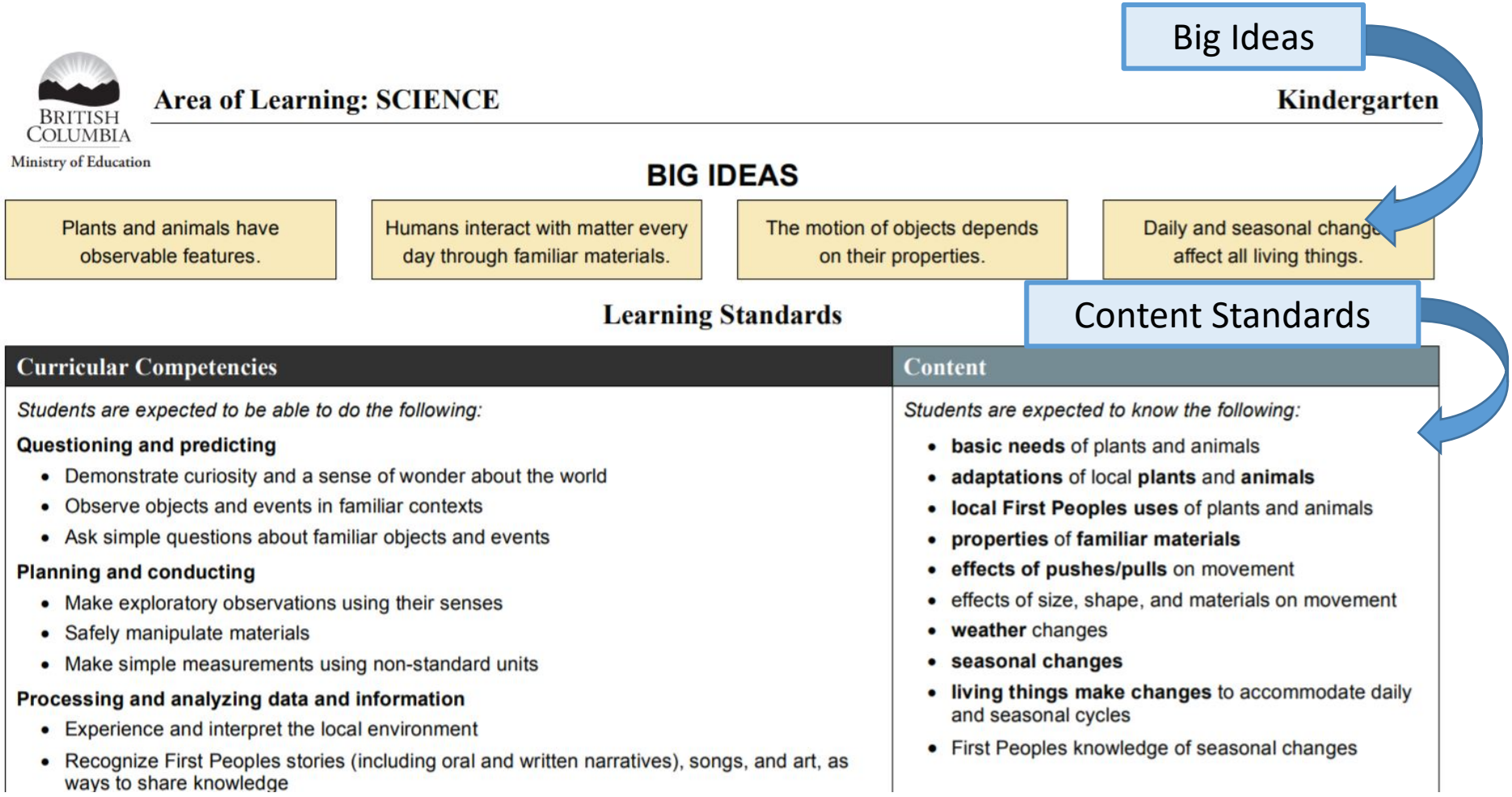
New elements of the curriculum:

- Big Ideas
- Curricular Competencies
- Core Competencies
- First Peoples Knowledge, Perspectives, and Ways of Knowing
- Placed-based Learning

What is a Big Idea

- Represents what students will come to understand
- Reflects the ‘Understand’ of KDU framework
- Covers 4 big ideas at each grade – one from biology, chemistry, physics, and earth/space
- Big Ideas are understood through Content Standards

Big Idea – Navigating Curriculum Document



Big Ideas

Content Standards

BRITISH COLUMBIA
Ministry of Education

Area of Learning: SCIENCE — **Kindergarten**

BIG IDEAS

Plants and animals have observable features.	Humans interact with matter every day through familiar materials.	The motion of objects depends on their properties.	Daily and seasonal changes affect all living things.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Questioning and predicting** • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask simple questions about familiar objects and events **Planning and conducting** • Make exploratory observations using their senses • Safely manipulate materials • Make simple measurements using non-standard units **Processing and analyzing data and information** • Experience and interpret the local environment • Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge	*Students are expected to know the following:* • **basic needs** of plants and animals • **adaptations** of local **plants** and **animals** • **local First Peoples uses** of plants and animals • **properties** of **familiar materials** • **effects of pushes/pulls** on movement • effects of size, shape, and materials on movement • **weather** changes • **seasonal changes** • **living things make changes** to accommodate daily and seasonal cycles • First Peoples knowledge of seasonal changes

Example of Big Ideas & Content Standards

Big Idea for Grade 1 Biology is:

'*Living things have features and behaviours that help them survive in their environment*'

There are four Content Standards for the biology unit:

1. classification of living and non-living things
2. names of local plants and animals
3. structural features of living things in the local environment
4. behaviour features of living things in the local environment

Unifying Concepts – Why are they tied to the Big Ideas

- Larger ideas that span across all branches of science – biology, chemistry, physic, earth/space

10 Unifying Concepts:

Patterns	Form and Function
Cycles	Cause and Effect
System	Change
Evolution	Energy and Matter
Sustainability	Interconnectedness

Curricular Competencies

- The science skills, process, and attitudes
- Curricular competencies same from grade to grade but they evolve and deepen through the grades

Six Science Curricular Competencies K-9:

1. Questioning Predicting
2. Planning and Conducting
3. Processing and Analyzing
4. Evaluating
5. Applying and Innovating
6. Communicating

Curricular Competency Example

Questioning & Predicting

K/1	Grade 6/7
Demonstrate curiosity & sense of wonder about the world	Demonstrate sustained curiosity about scientific topic/problem of personal interest
Observe objects and events in familiar contexts	Make observations in familiar or unfamiliar contexts
Ask questions about familiar objects and events	Identify questions to answer or problems to solve through scientific inquiry
Make simple predictions about familiar objects and events	Make predictions about the findings of their inquiry

What are Core Competencies

- Overarching skills that apply to all subject areas
- Embedded into the curricular competencies

Core Competencies are:

- Communication
- Creative Thinking
- Critical Thinking
- Positive Personal & Cultural Identity
- Personal Awareness & Responsibility
- Social Responsibility

Nelson Science 4 Physics and Earth/Space Student Resource, page 19

First Peoples Knowledge, Perspectives, and Ways of Knowing

Authentically woven into the narrative of applicable activities

Place-based Learning

Nelson Science K Activity Card 8A Pushes and Pulls

- Is about students seeing themselves in the science – what's important to them, what's relevant in their community
- Place-based approach to science often experiential and involves teaching *in* the local natural environment
- Fosters personal connections, is student-centred and interdisciplinary

Unpacking *Nelson Science K-3*

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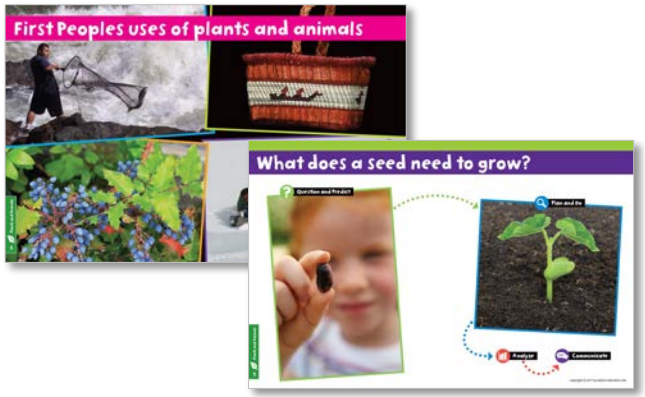
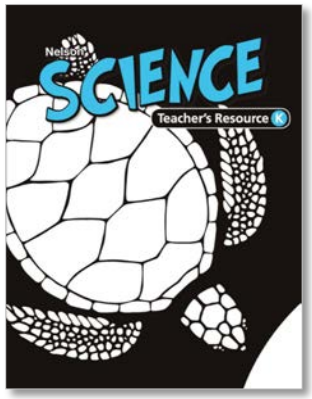
K-3 Classroom Kit includes:

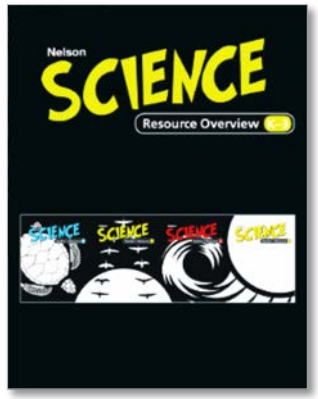
Student Activity Cards



Teacher's Resource



Resource Overview



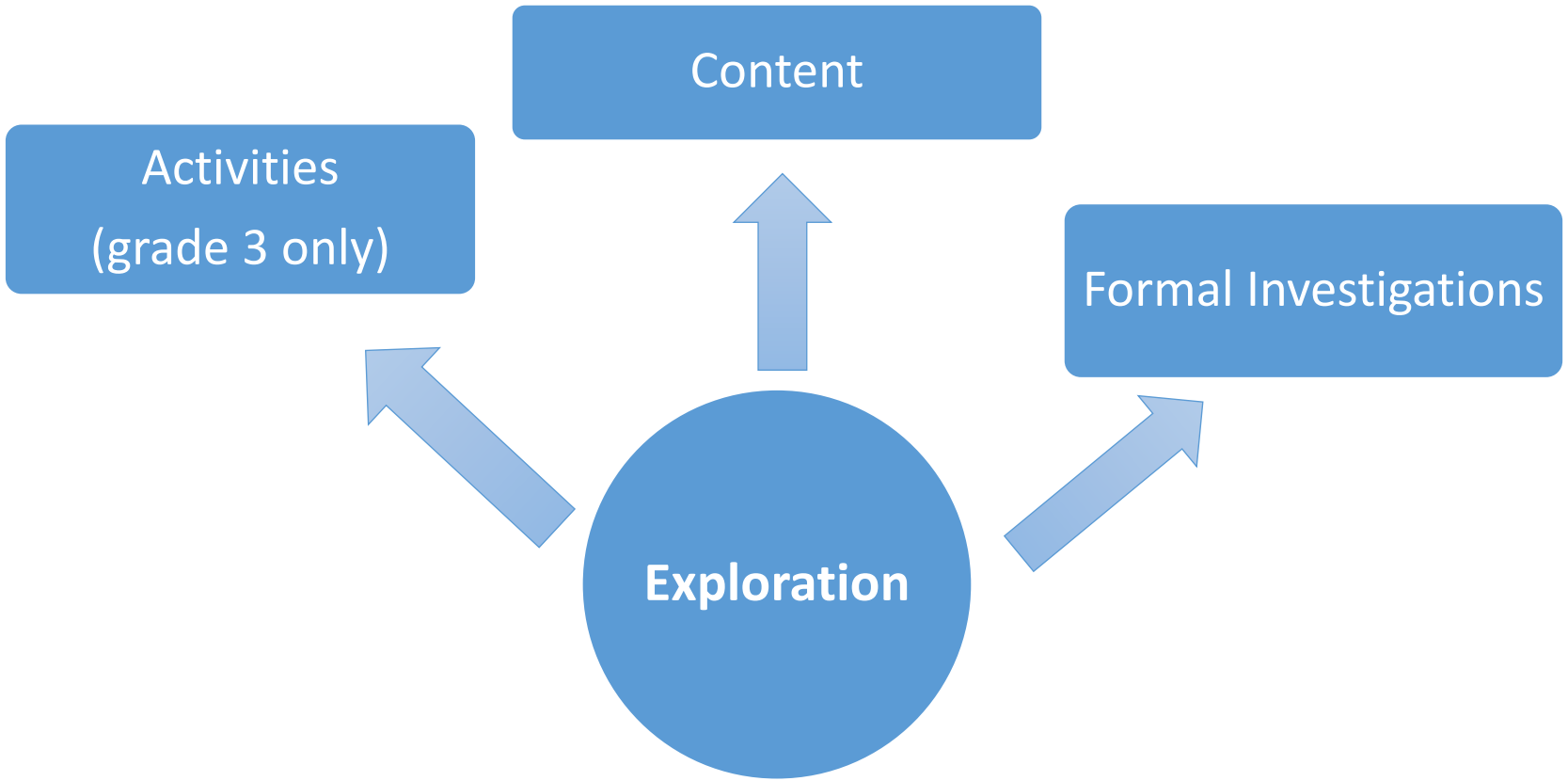
Teacher Cards

Online Teaching Centre

Additional Components:

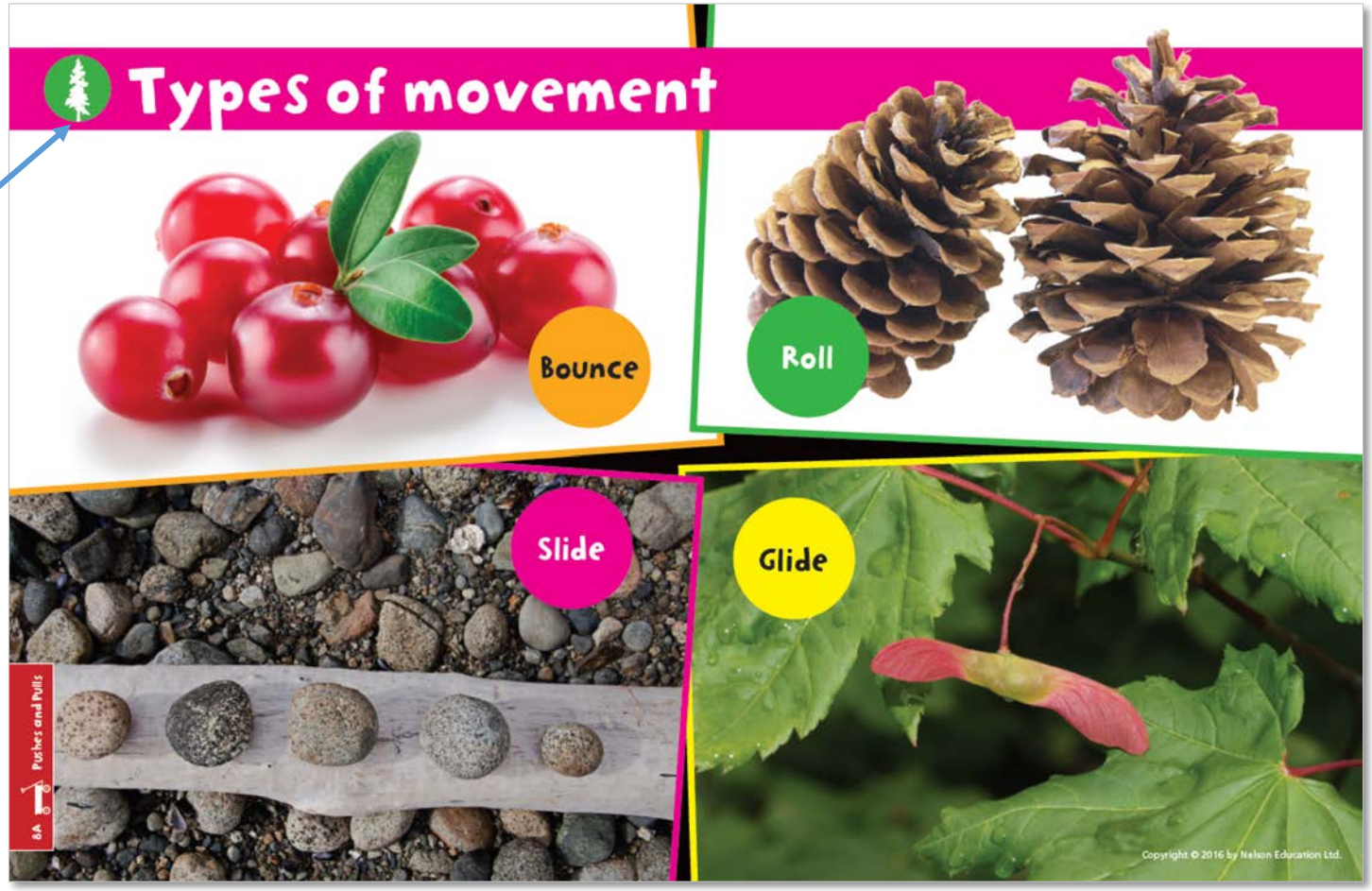
Levelled Little Book Libraries for
Biology, Chemistry, Physics, and Earth and Space Sciences

What will you find in a Unit?



Exploration Activity Cards

Place-based activities



Conduct an Inquiry!

How do you make it move more?



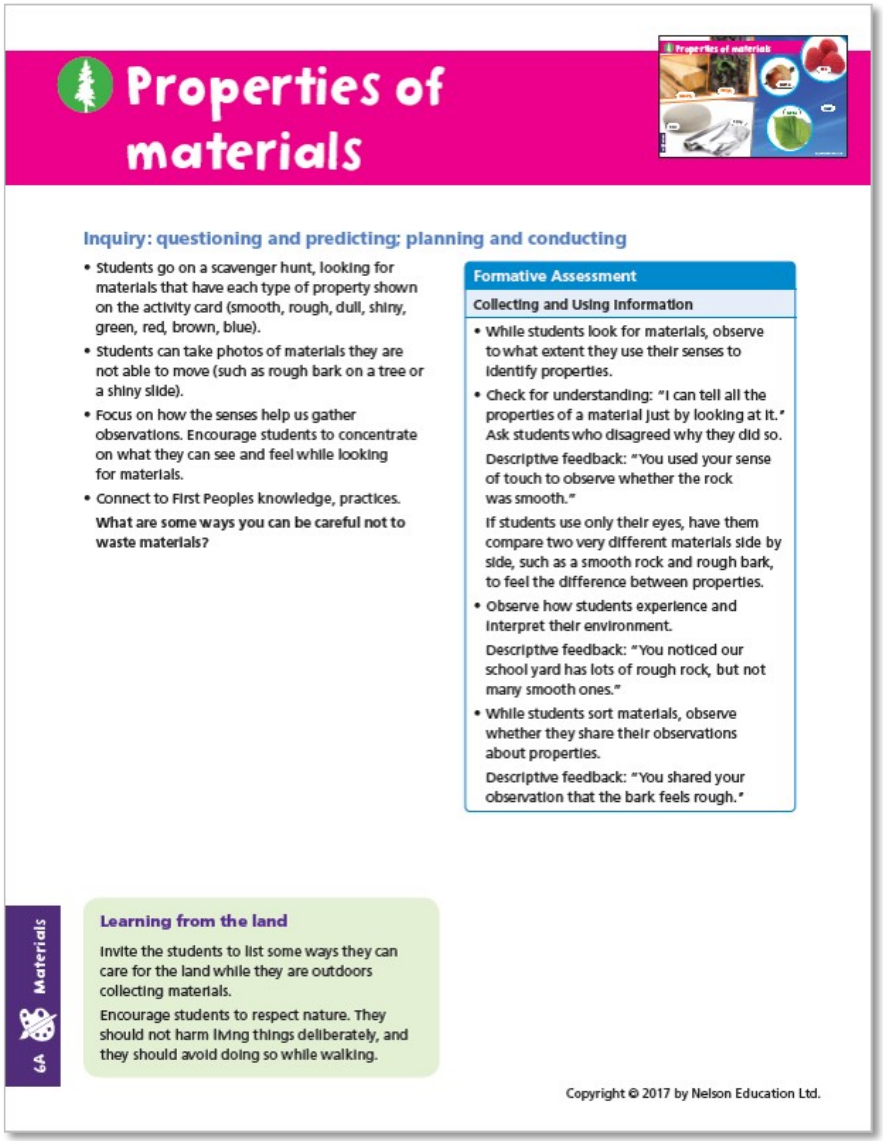


Question and Predict → Plan and Do → Analyze → Communicate


9A Pushes and Pulls

Design and Make!

Teacher Support Cards



Properties of materials

Inquiry: questioning and predicting; planning and conducting

- Students go on a scavenger hunt, looking for materials that have each type of property shown on the activity card (smooth, rough, dull, shiny, green, red, brown, blue).
- Students can take photos of materials they are not able to move (such as rough bark on a tree or a shiny slide).
- Focus on how the senses help us gather observations. Encourage students to concentrate on what they can see and feel while looking for materials.
- Connect to First Peoples knowledge, practices.

  What are some ways you can be careful not to waste materials?

Formative Assessment

Collecting and Using Information

- While students look for materials, observe to what extent they use their senses to identify properties.
- Check for understanding: "I can tell all the properties of a material just by looking at it." Ask students who disagreed why they did so.

  Descriptive feedback: "You used your sense of touch to observe whether the rock was smooth."

  If students use only their eyes, have them compare two very different materials side by side, such as a smooth rock and rough bark, to feel the difference between properties.
- Observe how students experience and interpret their environment.

  Descriptive feedback: "You noticed our school yard has lots of rough rock, but not many smooth ones."
- While students sort materials, observe whether they share their observations about properties.

  Descriptive feedback: "You shared your observation that the bark feels rough."

6A Materials

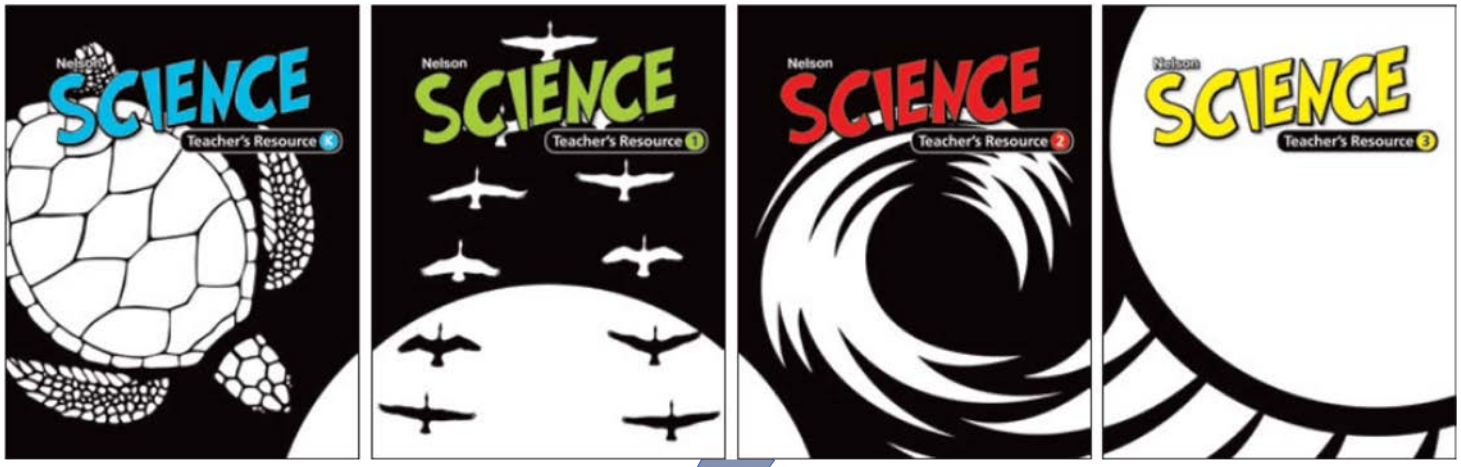
Learning from the land

Invite the students to list some ways they can care for the land while they are outdoors collecting materials.

Encourage students to respect nature. They should not harm living things deliberately, and they should avoid doing so while walking.

Contain summaries of the place-based portion of the activity, including prompting questions and the related formative assessment strategies

Teacher's Resource



Print and digital resources included in the classroom kit

Online Teaching Centre

Includes:

- Teacher's Resource eBook
- Modifiable Blackline Masters and Assessment Tools
- Videos
- Weblinks
- RSS Feeds
- Image Bank
- Literature Connections
- Cross-curricular Connections
- Interactive Whiteboard Lessons
- Science Skills Toolkit

Inquiring into…

General Unit Overview

Inquiring into Pushes and Pulls

In this unit, students are introduced to forces using the simple language of pushes and pulls. Children entering Kindergarten will likely have already experimented with pushing and pulling while playing with toys, and this prior knowledge will be extended as students investigate the effects of pushes and pulls, and the effects of the properties of objects, for example, the size, shape, and materials, on movement. Through hands-on activities, students will construct their own knowledge about the properties that affect the movement of objects.

Developing the Big Idea and Unifying Concepts

The Big Idea for the unit is "The motion of objects depends on their properties." The unifying concept for the unit is **cause and effect**. Studying pushes and pulls gives students a clear sense of the relationship between cause and effect. They will be able to see that a force (a push or a pull) is required to make objects move, and that they can vary these forces to make objects move differently. Students will further explore cause-and-effect relationships as they consider how the size, shape, and materials of objects affect their movement.

Learning from First Peoples: First Peoples understand that learning is experiential and place a high value on connectedness to place. By learning about pushes and pulls through hands-on activities with natural materials from their local environment, students can learn through experience and develop a sense of place. They will pay attention to what kinds of objects are in their environment, and how they can move.

As students take care not to disturb the natural environment when they are working outdoors, they will come to appreciate that learning involves recognizing the consequences of one's actions.

Multi-Year Classrooms

- In Kindergarten, students will learn about the motion of objects. In Grade 1, students will learn about light and sound. Students won't revisit the topic of forces until Grade 2.

Using an Opening Provocation

- Students will race toy cars on various race courses and surfaces. This activity will help students access their natural prior knowledge about pushing and pulling and will get them to start thinking about how different forces affect movement in different ways.

Observing and Supporting Learning

- Set up two or more straight race courses for the toy cars. Set up another couple of race courses that have at least one curve. Consider setting up courses outside on different surfaces, such as dirt, grass, or pavement.
- Have students push or pull their cars through the courses. Students may notice that they can push their cars on the straight courses, but they may need to pull their cars along the curved courses to make sure they stay on the track. They may also notice that their cars move differently on different surfaces.
- Listen for and record students' naturalistic questions, or statements that could be turned into questions, so students can investigate them in inquiries throughout the unit.

Developing the Big Idea and Unifying Concepts

Multi-Year Classrooms

Learning from First Peoples

Using an Opening Provocation

Observing and Supporting Learning

Activity Card Support

Core and Curricular Competencies

Focus Question

Science Background

Observing and Supporting Learning

Place-based outdoor learning

Types of movement

Using This Activity

Curricular and Core Competencies: As students select natural objects in their local outdoor environment, they have an opportunity to demonstrate curiosity and a sense of wonder about the world, observe objects and events in familiar contexts, and ask simple questions. As they conduct an initial investigation into some of the ways objects can move (e.g., bounce, roll, slide, and glide), they will practise safely manipulating materials, making exploratory observations using their senses, representing their observations and ideas by sorting and classifying them on the activity card or making a hula hoop Venn diagram, discussing their observations, and sharing their observations and ideas orally.

In this activity, students will develop the core competency of **Critical Thinking** (facet: **question and investigate**) as they explore how the natural objects they collected can move. They will also develop the core competency of **Communication** (facet: **explain/recount and reflect**) as they share their observations and ideas orally.

Scientific Inquiry Scale K–3
Documenting Critical Thinking: Profiles
Documenting Critical Thinking: Facets
Documenting Communication: Profiles
Documenting Communication: Facets
Scientific Inquiry Toolkit (observe, question, use materials and tools safely, observe, sort and classify, communicate)

Focus Question: How do pushes and pulls affect movement?

Big Idea and Unifying Concepts: The Big Idea is "The motion of objects depends on their properties." As students investigate how objects move, they will also begin to understand that a force (push or pull) is required to make things move. This begins to develop the unifying concept of **cause and effect**.

Learning from First Peoples: As keen observers of the natural world, First Peoples learned how objects in nature move, for example, that feathers glide, and used that knowledge to develop technologies. Some First Peoples groups used feathers at the ends of arrows to help the arrows glide through the air (providing balance and trajectory).

Science Background

A force is a push or a pull that affects the motion of an object. This activity will build on students' prior experience with pushing and pulling objects to make them move. Students will be investigating four different types of movement: bouncing, rolling, sliding, and gliding.

Bouncing means that an object regains some of its initial height after hitting a surface. Rolling means that an object is turning over and over again as it moves along a surface. Sliding means that an object moves across a surface without leaving it (it does not bounce), or rotates on the surface (it does not roll). Gliding means that the object slows or moves sideways (horizontally) through the air as it gradually descends (e.g., a paper airplane in flight, a parachutist coming down to the ground, and a falling leaf or balloon).

Possible Misconceptions

A common misconception is that there are no forces acting on stationary objects. There is a widespread belief that an object would

(continued)

not be stationary if a force were actually acting on it. In fact, the gravitational force (or gravity) is acting on all objects, including stationary objects, at all times on the surface of Earth.

Observing and Supporting Learning

Whole Class or Circle Time

- Show students the activity card and have them look at the pictures. Ask if they can name the objects shown. Ask, Have you ever seen these objects, or played with them? If so, how did they move?
- Have an initial discussion about each type of movement on the activity card. Demonstrate, or have a student demonstrate, how an object can bounce [roll, slide, or glide]. Use objects easily found in the classroom. Ask, Can someone describe bouncing [rolling, sliding, or gliding]? (e.g., bouncing means an object comes back up after hitting a surface; rolling means an object spins around [turns] as it moves across a surface; sliding means an object moves smoothly across a surface; gliding means an object moves through the air without falling straight down)
- Consider using **Documenting Learning: Types of movement** to document student learning in the curricular competencies as you observe students working.

Place-Based Experience

- Tell students they will be going outside to find some natural objects from the land that bounce, slide, roll, and glide.
- Invite students to list some ways they should care for the land while they are outdoors collecting materials. Ask students for examples of objects they should not collect (living things), and objects that would be fine to collect (fallen twigs, pine cones, rocks).
- Take the class outside. Have students take a quiet moment to observe and connect with nature in their environment. Prompt students to quietly think about what they hear, see, and smell.
- Have students look for natural objects that they think will bounce, roll, slide, or glide. Encourage students to gather objects of various shapes, sizes, and materials. If students do not find natural objects that bounce, they will still learn more about that form of movement by trying.

Formative Assessment

Collecting Information	Using Information
As students search for natural objects, observe for evidence of curiosity and a sense of wonder.	Provide descriptive feedback for students, such as, "I can see you are really curious about how this object can move."
Observe for students' observation skills.	Provide descriptive feedback for students, such as, "You found something I hadn't noticed."

Literature Connections

The Runaway Pumpkin by Kevin Lewis

Assessment Tool

Teacher Card: Types of movement

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Activity Card Support

Critical Thinking

- Have students work in small groups to investigate how each of the objects they collected can move.
- Allow students to explore ways to test how their objects can move. For example, they can drop them to see if they bounce, drop them on an inclined surface to see if they roll, push them on a flat or inclined surface to see if they slide, or drop or throw them to see if they glide. Remind students to work safely.
- Students may observe some objects move in more than one way; for example, a rock can roll and slide.
- As students work, ask them if they're pushing or pulling the object to make it move.

Formative Assessment

Collecting Information	Using Information
Observe for safety issues.	If a student is working unsafely or in a way that interferes with the investigations of other students, ask the student to demonstrate a safe way of investigating how their object moves. If they cannot, demonstrate a safe method; then have the student demonstrate it for you.
Observe whether students are coming up with appropriate ways to investigate whether their objects will bounce, roll, slide, or glide.	If students are having difficulty finding a way to test for one type of movement, provide additional instruction by asking questions about familiar objects, such as, What would you have to do to show that a skate slides better than a sneaker? What would you have to do to show that a rubber ball bounces better than a rock?
Observe whether students are considering that they need to act on the object to make it move.	If students are not providing a force (push or pull) to make their object move, provide additional instruction by demonstrating what happens when you just place their object on the floor. Then ask them how they could make it move.
Observe whether students are testing each object only for one way of movement or for multiple ways.	If students are testing for one way, choose one of their objects and ask them if they could test it another way. If students have difficulty understanding that objects can move in more than one way because of the objects they have selected, have objects on hand that easily move in two or more ways, such as a round rock.
Observe the extent to which students **think critically** as they question and investigate the movement of their objects.	Provide descriptive feedback using the language of the **Critical Thinking Competency Profiles**, such as, "You can explore materials and actions. You can ask questions and use your senses to gather information. You can tell or show something about your thinking."

Communication

- Have each small group discuss their observations and sort and classify their objects by how they move, using the activity card as a chart. Alternatively, four hula hoops can be laid out and labelled with each type of movement. Students can place objects in the appropriate hula hoop after they find out how it moves. This also allows for the possibility of a Venn diagram with overlapping hula hoops.

Whole Class

- Have the class do a gallery walk to look at how the objects were sorted. Have students share their observations and ideas with classmates.

- Consider taking photos or recording students' classifications and oral explanations so students can add these to their portfolios.

Formative Assessment

Collecting Information	Using Information
As students discuss their observations, observe and listen for evidence that students understand that pushes and pulls can cause objects to move in different ways.	If students have difficulty understanding that dropping something is a pull, provide additional instruction by giving a very simple explanation of gravity.
Listen for evidence that students understand **cause** (push or pull) **and effect** (movement).	If you are not sure that students can identify cause and effect, provide additional instruction by having the class join you in a call and response as they demonstrate each movement; for example, The cause is I pushed it, the effect is it rolled.
Observe how effectively students represent their observations and ideas as they sort the objects on the chart or in the hula hoops.	Provide descriptive feedback for students, such as, "You can show your thinking on the chart."
Observe for development as students communicate how they sorted and classified their objects by the way(s) they could move.	Provide descriptive feedback using the language of the **Communication Competency Profiles**, such as, "You can answer questions about how your objects moved. You can tell something you learned."

Unifying Concepts

- Consider highlighting relevant "I can" statements on the **Scientific Inquiry Scale K–3** based on what you observed students were able to do during this activity.

Assessment Tool

- Consider using **Documenting Critical Thinking/Communication: Profiles** or **Documenting Critical Thinking/Communication: Facets** as you observe students working.

Assessment Tool

- Have students develop their **habits of mind** for science by making generalizations about the properties of objects that moved in each way to get them thinking about the effects of size, shape, and materials on movement. Ask questions such as, Did you observe anything similar about your objects that moved the same way? Was there anything similar about all the objects that rolled? Did you find objects that moved in more than one way? Were you surprised about any of your objects? Do not be concerned if students have some difficulty doing this. "How does it move?" will help them further develop their understanding of the effects of these properties on movement.

Goals

Identifying Inquiry Opportunities

- Provide opportunities for students to investigate one or more of the questions you heard them ask as they conducted this inquiry. It may be necessary for you to provide students with a procedure for the inquiry. For example, students may wonder if there are any objects that move well in many different ways. Challenge students to find an object that moves well in at least three different ways and then demonstrate the movement of the object for the class.

Identifying Inquiry Opportunities

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Let’s Do a Conduct an Inquiry Activity

Managing Open Ended Inquiry

How can we make and change sounds?

Question and Predict → Plan and Do → Analyze → Evaluate → Apply → Communicate

Assessment
Observing and Supporting Learning

NELSON

Overview

- Research-based approach to assessment
- Supports both formative and summative assessment
- Emphasis on day-to-day formative assessment

Formative Assessment at Point-of-Use

Formative Assessment	
Collecting Information	**Using Information**
Observe the extent to which students can evaluate whether their investigations were fair tests.	If students have difficulty getting started, adjust instruction by having them discuss the questions in the Evaluating Procedures section of the **Scientific Inquiry Toolkit**.
Observe the extent to which students can identify possible sources of error.	Provide descriptive feedback. For example, *You noticed that a possible source of error is your own reaction time when using the stopwatch.*
Observe the extent to which students can suggest improvements to their investigation methods.	Provide descriptive feedback. For example, *I noticed that you have suggested videotaping the experiments so that you can time the reaction more accurately.*
As students determine whether they were able to collect evidence to answer their question, observe the extent to which they demonstrate an understanding and appreciation of evidence.	Provide descriptive feedback. For example, *You can identify the evidence you collected that allowed you to answer your question. You realize that you did not collect enough evidence, or the kind of evidence that you needed to answer your question.*

Scientific Inquiry Scale K–3

	Meets expectations for Kindergarten	Meets expectations for Grades 1–2	Meets expectations for Grades 3–4
Questioning and predicting • observe • question • predict	• I demonstrate curiosity and a sense of wonder about the world. • I can observe objects and events in familiar contexts. • I can ask simple questions about familiar objects and events.	• I demonstrate curiosity and a sense of wonder about the world. • I can observe objects and events in familiar contexts. • I can ask questions about familiar objects and events. • I can make simple predictions about familiar objects and events.	• I demonstrate curiosity and a sense of wonder about the world. • I can observe objects and events in familiar contexts. • I can identify questions about familiar objects and events that can be investigated scientifically. • I can make predictions based on prior knowledge.
Planning and conducting • suggest procedures • use materials and tools safely • observe • measure • record	• I can make exploratory observations using my senses. • I can safely manipulate materials. • I can make simple measurements using non-standard units.	• I can make and record observations. • I can safely manipulate materials to test ideas and predictions. • I can make and record simple measurements using informal or non-standard methods.	• I can suggest ways to plan and conduct an inquiry to find answers to my questions. • I consider ethical responsibilities when deciding how to conduct an experiment. • I can safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate. • I can make observations about living and non-living things in the local environment. • I can collect simple data.

(*continued*)

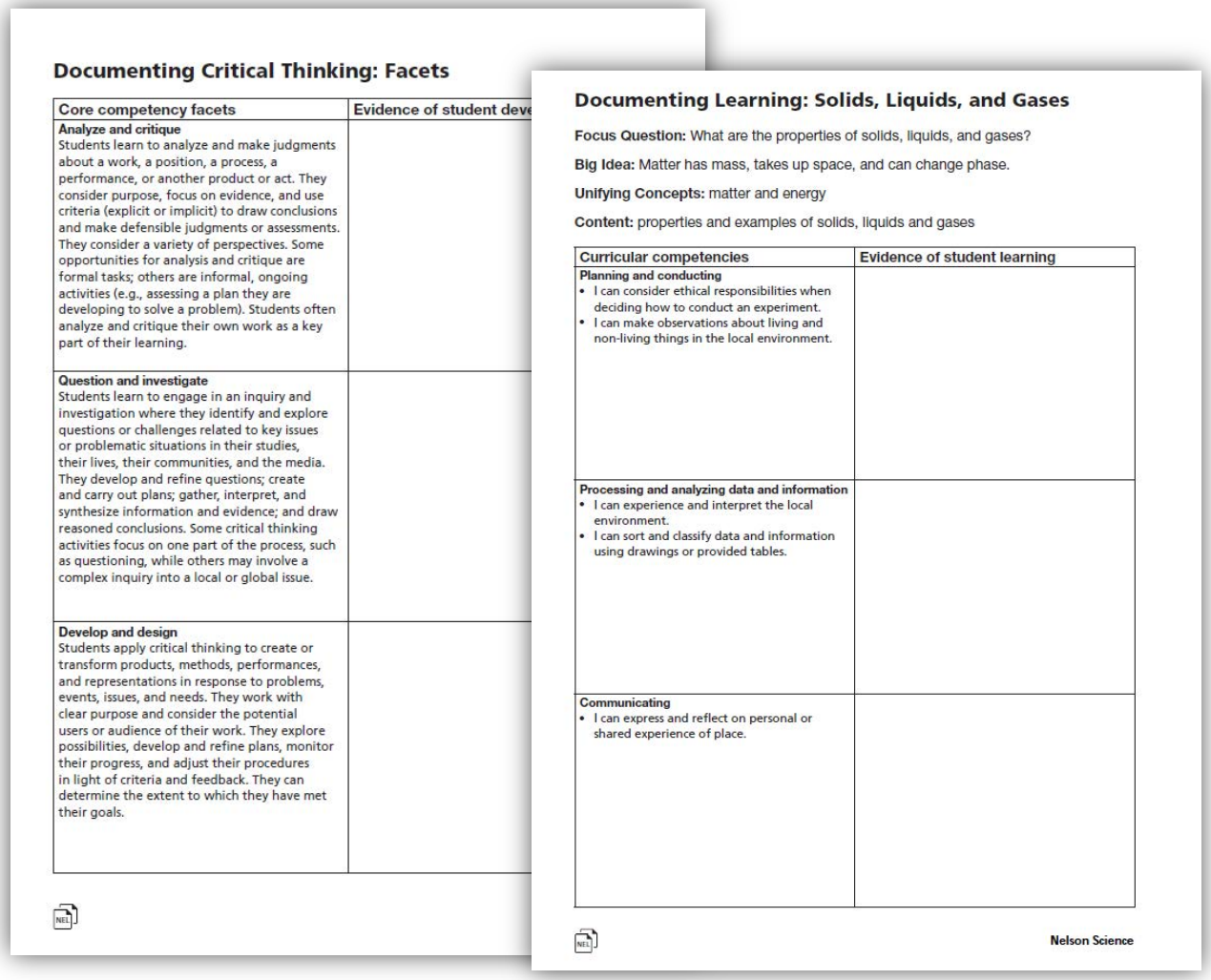
Scientific Inquiry Scale K–3

	Meets expectations for Kindergarten	Meets expectations for Grades 1–2	Meets expectations for Grades 3–4
Questioning and predicting • observe • question • predict	• I demonstrate curiosity and a sense of wonder about the world. • I can observe objects and events in familiar contexts. • I can ask simple questions about familiar objects and events.	• I demonstrate curiosity and a sense of wonder about the world. • I can observe objects and events in familiar contexts. • I can ask questions about familiar objects and events. • I can make simple predictions about familiar objects and events.	• I demonstrate curiosity and a sense of wonder about the world. • I can observe objects and events in familiar contexts. • I can identify questions about familiar objects and events that can be investigated scientifically. • I can make predictions based on prior knowledge.
Planning and conducting • suggest procedures • use materials and tools safely • observe • measure • record	• I can make exploratory observations using my senses. • I can safely manipulate materials. • I can make simple measurements using non-standard units.	• I can make and record observations. • I can safely manipulate materials to test ideas and predictions. • I can make and record simple measurements using informal or non-standard methods.	• I can suggest ways to plan and conduct an inquiry to find answers to my questions. • I consider ethical responsibilities when deciding how to conduct an experiment. • I can safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate. • I can make observations about living and non-living things in the local environment. • I can collect simple data.

(*continued*)

Tools for Documenting Student Learning

BLMs, templates and tools to support documenting student learning



Documenting Critical Thinking: Facets

Core competency facets	Evidence of student deve
Analyze and critique Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g., assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.	
Question and investigate Students learn to engage in an inquiry and investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on one part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.	
Develop and design Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities, develop and refine plans, monitor their progress, and adjust their procedures in light of criteria and feedback. They can determine the extent to which they have met their goals.	

Documenting Learning: Solids, Liquids, and Gases

Focus Question: What are the properties of solids, liquids, and gases?

Big Idea: Matter has mass, takes up space, and can change phase.

Unifying Concepts: matter and energy

Content: properties and examples of solids, liquids and gases

Curricular competencies	Evidence of student learning
Planning and conducting • I can consider ethical responsibilities when deciding how to conduct an experiment. • I can make observations about living and non-living things in the local environment.	
Processing and analyzing data and information • I can experience and interpret the local environment. • I can sort and classify data and information using drawings or provided tables.	
Communicating • I can express and reflect on personal or shared experience of place.	

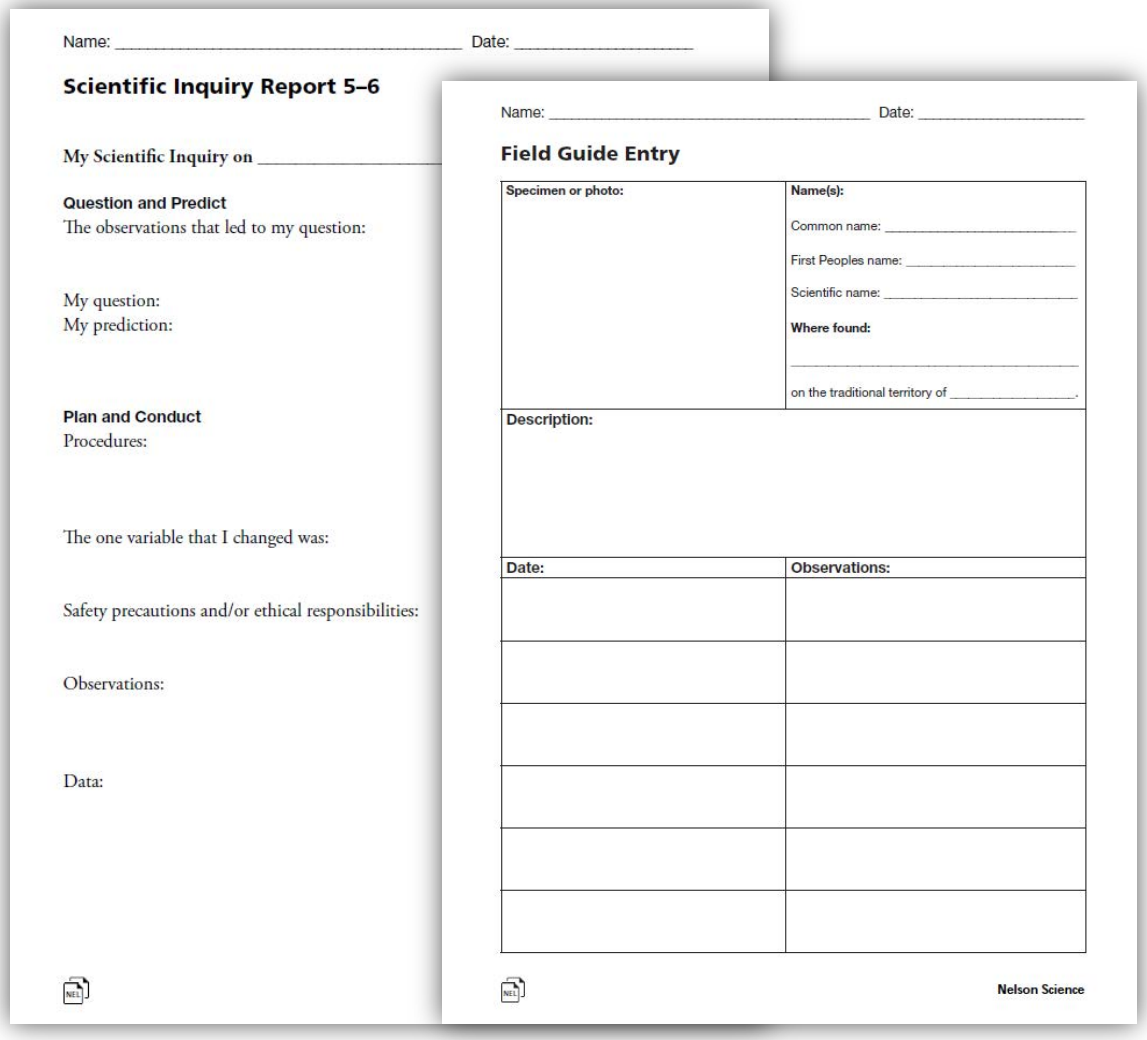
Nelson Science

By teachers

- Documenting Student Learning templates
- Templates of observational notes for core competencies, by facet, and by profile

Tools for Documenting Student Learning

BLMs, templates and tools to support documenting student learning



Name: _____ Date: _____

Scientific Inquiry Report 5–6

My Scientific Inquiry on _____

Question and Predict
The observations that led to my question:

My question:
My prediction:

Plan and Conduct
Procedures:

The one variable that I changed was:

Safety precautions and/or ethical responsibilities:

Observations:

Data:

Name: _____ Date: _____

Field Guide Entry

Specimen or photo:	**Name(s):** Common name: _____ First Peoples name: _____ Scientific name: _____ **Where found:** _____ on the traditional territory of _____.
Description:	

Date:	**Observations:**

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By students

- Graphic organizers
- Self assessment tools
- Templates for entries in science logs, design logs, science portfolios, and/or field guides