**Anchoring Phenomenon Routine**

**Remote Science Learning Resources**

**The resource development constraints -**

Create remote learning opportunities for all students

Center experiences on “at home” resources, at home learning

Create opportunity for students to ask questions and begin explorations about common phenomenon

Provide support for teachers to implement high-quality, Framework-aligned, remote science learning

Focus on Anchoring Phenomenon Routine only, creating a list of potential investigations that students can do at home

Provide short-term remote learning experiences for teachers - up to three weeks time assuming a couple science lessons per week

Identify one PE bundle that connects specifically with at-home resources for each grade, K-5

**Anchoring Phenomenon Routine** - - Suggested “steps” in an Anchoring Phenomenon Routine (slightly modified to include KLEWS chart)

Students:

* ● Are presented with a phenomenon or design problem
* ● Write and discuss what they notice and wonder about from the initial presentation
* ● Create and compare initial models of the phenomenon or problem
* ● Identify related experiences and knowledge that they could draw upon to explain the phenomenon or solve the problem
* ● Create a KLEWS chart, Know and Wonderings columns
* ● Identify potential investigations to answer the Wonderings questions on the KLEWS chart

In these resources, support is provided for teachers and students up to identifying investigations. Teachers are then provided ideas for the final list of investigations to allow students to investigate one question, independently. Sharing the investigations/results etc. could be completed in face-to-face instruction or remotely.

**Grade Level Topics, Phenomenon and Resource Links**

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| --- | --- | --- | --- |
| **Grade** | **Resource Title and NSTA PE Bundle Link** | **Anchoring Phenomenon** | **URL for Grade Level Resource** |
| **K** | [**Weather and Climate**](https://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=3) | **Weather changes** | [**Kindergarten Resources**](https://docs.google.com/document/d/1XaMTTRzF6ebeMB-og-dd0zOvN_8CP5LArqrOWMRjwdY/edit?usp=sharing) |
| **1** | [**Space Systems: Patterns and Cycles**](https://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=6) |  |  |
| **2** | [**Interdependent Relationships in Ecosystems**](https://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=8) | **Plants need different things to grow** | [**Grade Two Resource**](https://docs.google.com/document/d/1rmGyFks6QJjqH4XirQTTZQYiq81rXogoqA-NYOVa7mM/edit?usp=sharing) |
| **3** | [**Weather and Climate**](https://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=14) |  | [**Grade 3 Resources**](https://docs.google.com/document/d/1DiOarH2-wSgsEs0ok65-NVEjg32kxaks1hinRpvPszw/edit?usp=sharing) |
| **4** | [**Structure, Function, and Information Processing**](https://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=17) | **Senses create reactions in animals** | [**Grade 4 Resource**](https://docs.google.com/document/d/1DQ_JgXJ-9_NWSJv-siIfN0qRtRLG9Qvr8wwXnnKbWpc/edit) |
| 5 | [**Space Systems: Stars and the Solar System**](https://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=22) | **Shadows change and the change is predictable** | [**Grade 5 Resources**](https://docs.google.com/document/d/1CLJbgWKoMfhhjK9HiiqRfQnZ5YgYvbDfQFVm0am5T-Y/edit?usp=sharing) |

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