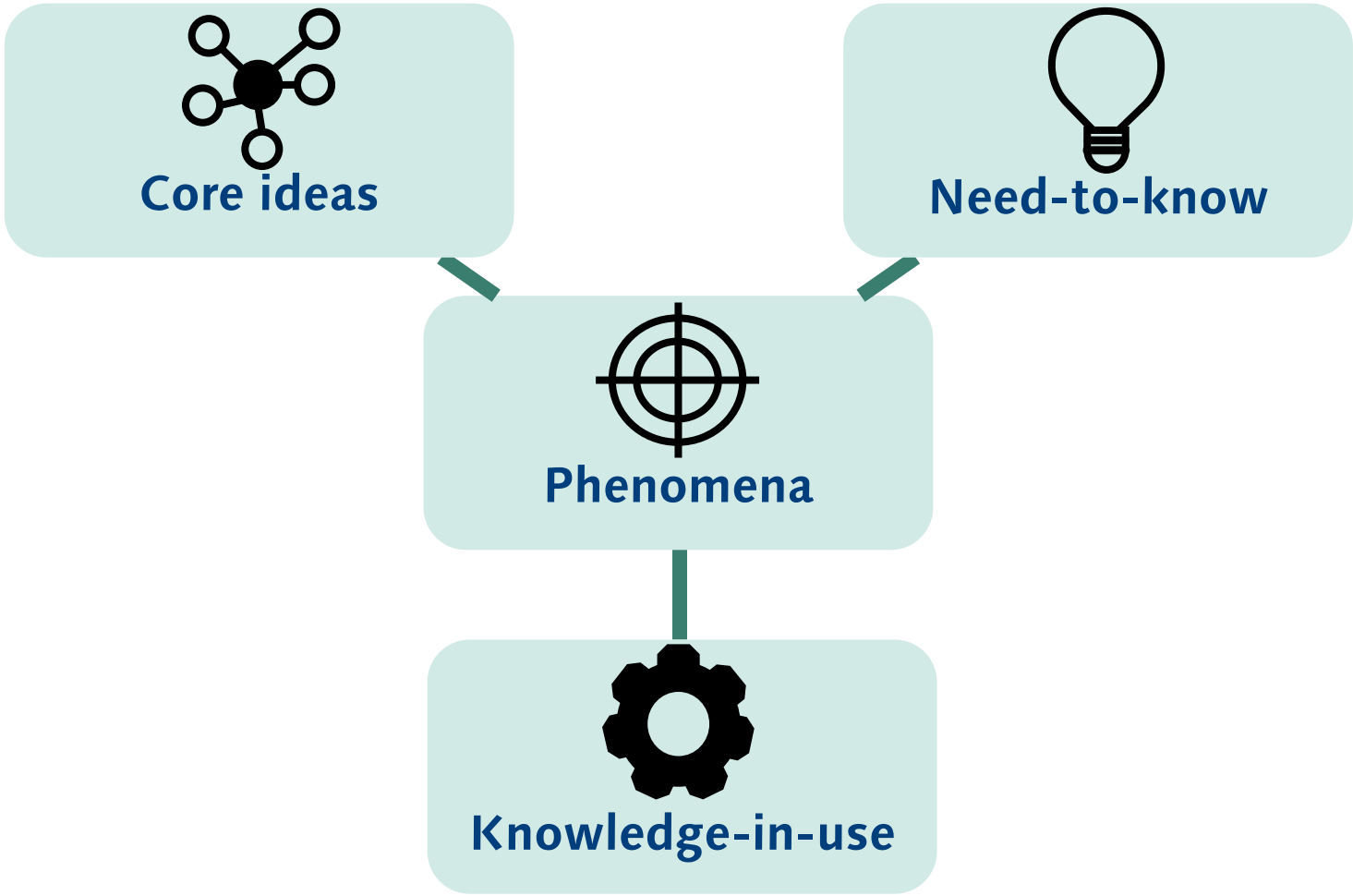
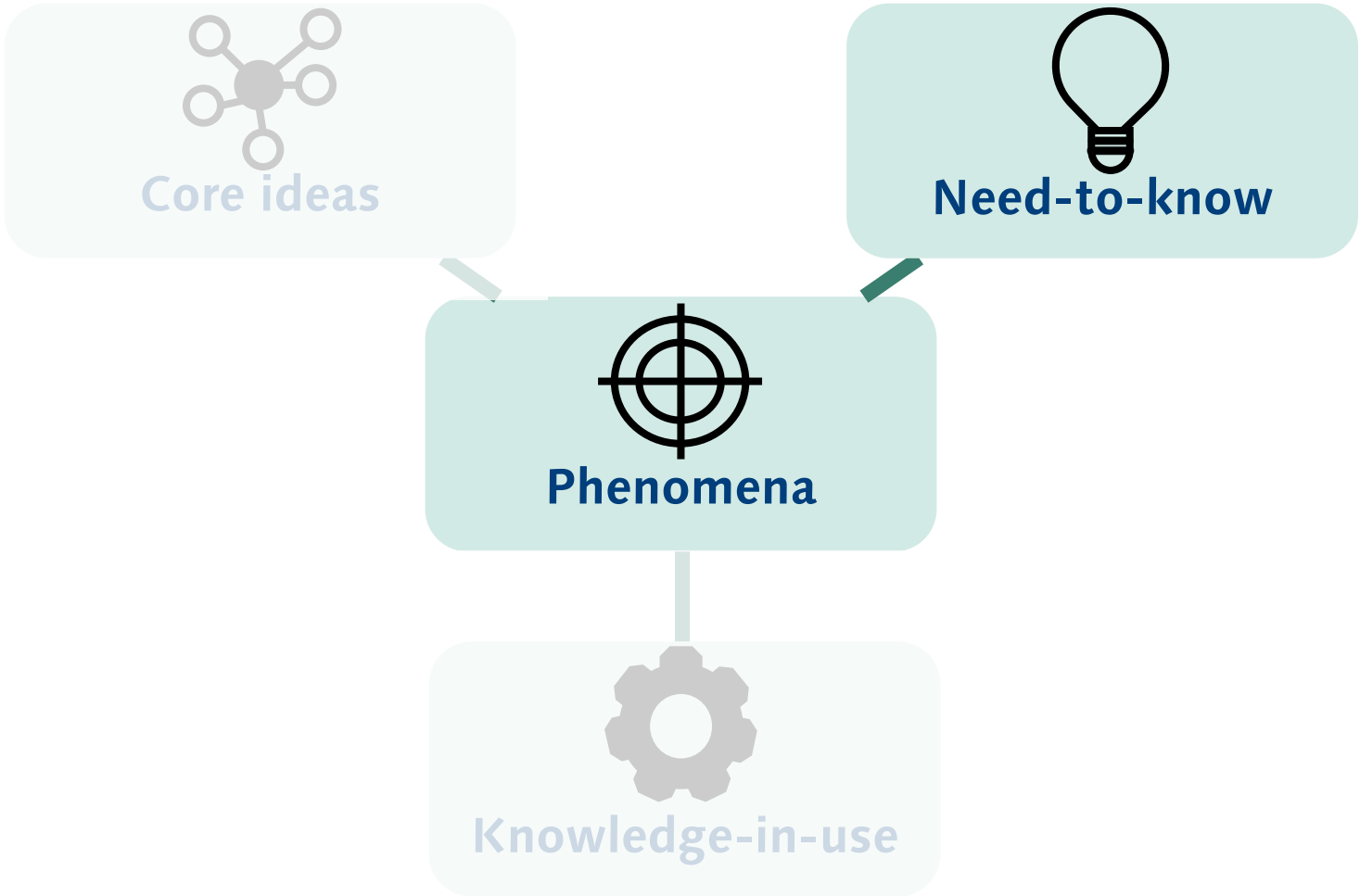
Today‘s plan

- How can you structure a unit?
- How can you bring lessons together in order to design a coherent unit?

Coherence in Lessons



Today's Focus



Coherence in Lessons

- What features of coherent science instructions are promoted by the teacher?
  - What features do the two vignettes have in common?
  - What are differences between the two vignettes?

→ **Think – Pair – Share!**

One Lesson – Two Ways of Implementation

Similarities	Differences

One Lesson – Two Ways of Implementation

- The lesson in Vignette 2 centers around an everyday phenomenon (*Why do some objects make things appear larger and others not?*)
- Each lesson makes a contribution to answering this *driving question*.
- Students ask their own questions (related to the phenomenon) and, therefore, organize the next lessons

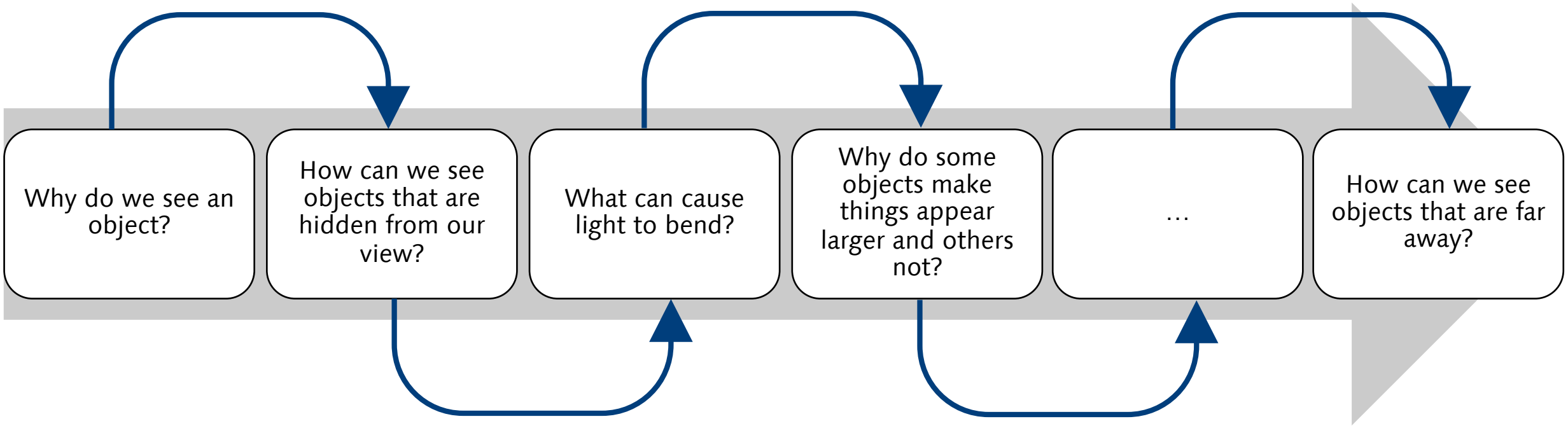
→ **Read the Storyline Planning Tool one pager**

The Storyline Tool

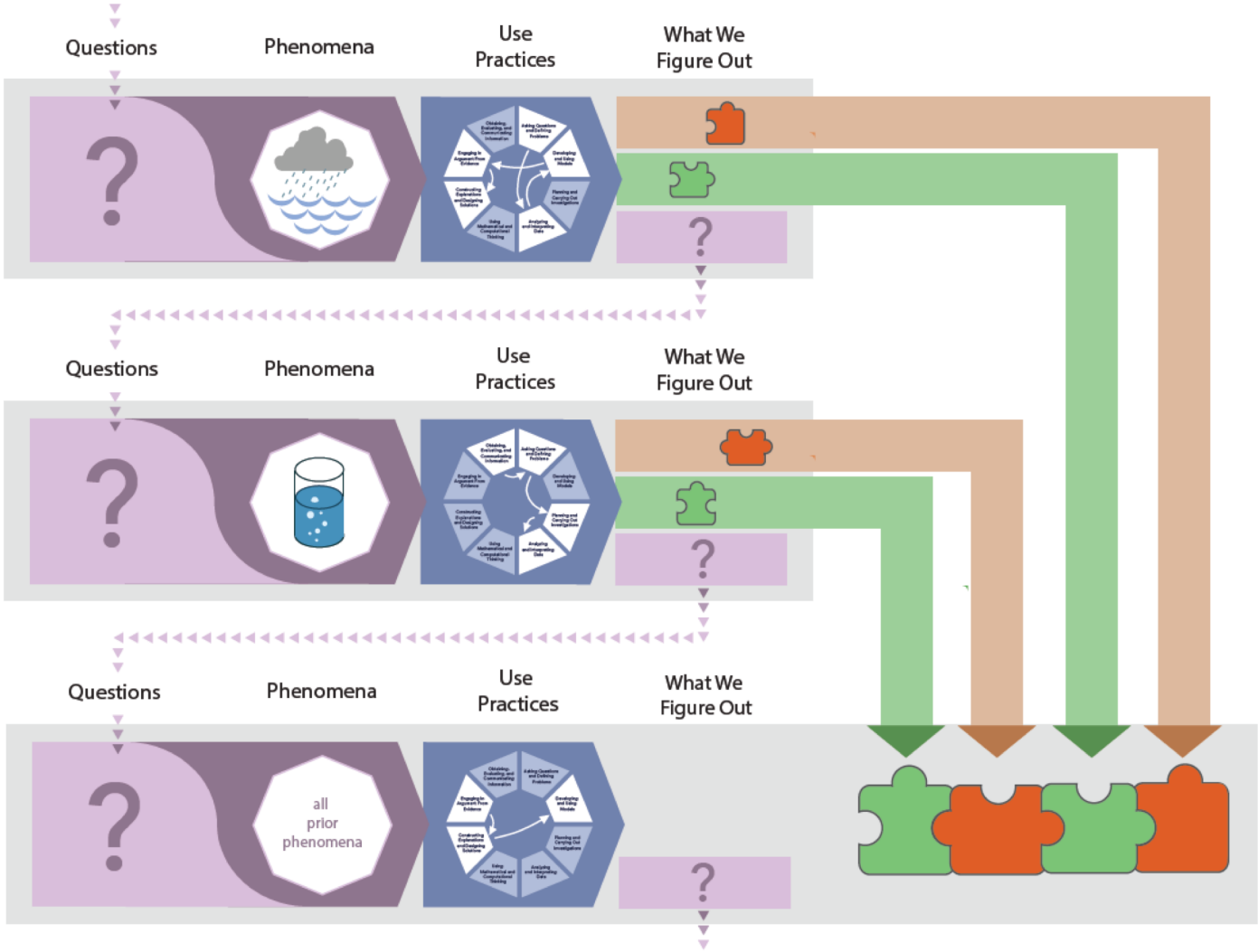
Blank Storyline Planning Tool

Driving question:					
Lesson (number and topic)	**Lesson question**	**Phenomenon / experiment**	**Description**	**What students learn (physical term, concept, principle, law, …)**	**Learning performance**

Storyline for Vignette 2 – Step by Step



The Storyline Tool



(https://www.nextgenstorylines.org)

The Storyline Tool

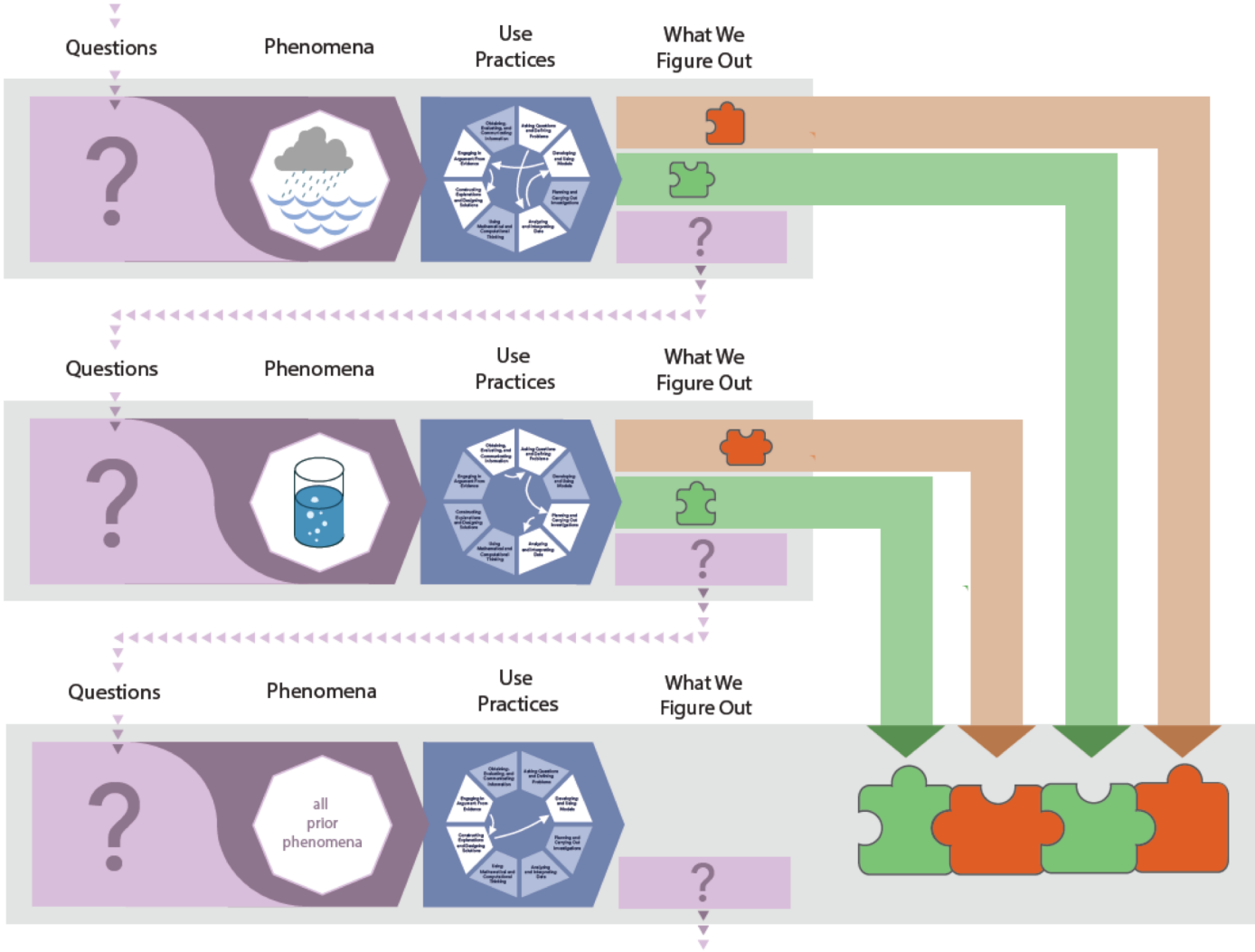
▲▲Looking Back
- *Where did we leave off?*

▼▼Looking Forward
- *What are we trying to figure out?*
- *How can we work on this today?*

Lesson

▲▲Looking Back
- *What have we agreed on?*
- *Where are we not sure?*

▼▼Looking Forward
- *Where should we go next?*



(https://www.nextgenstorylines.org)