

REAL (Relevant Environmental Action & Learning) Science
Notecatcher 2020-21 Teacher Leadership Institute

SESSION 3: Hyperdoc Distance Learning Lesson Sequence Review

Directions for Initial Breakout Groups

1. EE Partners lead an Engage activity from their hyperdoc. Then gives a quick overview of the sequence.
2. Your mission:
 - a. Each individual completes all sections of the rubric for one lesson sequence (directions below)
 - b. Once rubric is completed, teachers provide feedback on student action project components of the lesson sequence and share implementation plans.
3. Check in with your group about how people would like to work. How much discussion, how much silent time? It is ok for people who enjoy independent work to turn off camera and sound and work individually. Group agreements are [here](#).
4. Work time: 1:30-2:15pm. Request consultation for math, art, science, or assessment if needed! We can visit your group.
5. Break 2:15-2:25. Next session begins at 2:25pm.

Directions for EQUIP Rubric Review Process DEADLINE 12/4:

- Find your copy of the EQUIP Rubric review tool. (Each teacher should either have a personal copy of the modified EQUIP Rubric with their name and grade level **OR** if your team has agreed to share one review document, be sure to add all team member contributors to the document and [color code the names to match individual comments](#))
- Review the student Hyperdoc lesson sequence and any accompanying teacher guide using the criteria in the rubric. [A sample completed rubric is provided in the table below](#). Review your lesson sequence for connections to NGSS first, then SEL, math, art, environmental justice. Add [evidence of connections](#) in the “examples of alignment” column and recommended changes/addition in the “suggestions for improvement” column. Use the additional review resources linked below as you like.
- Add a link to your EQUIP rubric review in the table below.

Hyperdoc Review Resources:

- [Modified EQUIP Rubric for Hyperdoc Lesson Sequence Review:](#)
- [STEM Teaching Tool: Stop Pre-teaching Science Vocabulary:](#)
- [Guidance for Meaningful Watershed Education Experiences \(MWEEs\) during Covid-19:](#)
- [Racial Justice and Equity Website](#)

[LINKS TO DRAFTS REMOVED FROM TABLE BELOW BEFORE SHARING ON TLI WEBSITE]

Hyperdocs for Review	Link to initial Equip Rubric Review
Sample Hyperdoc	Sample completed EQUIP rubric
Kinder - Life Lab	Our notes are all in the Equip Rubric for Life Lab Kinder Lesson Sequence and some specific ideas are also noted using comments in the Lesson Sequences themselves.
1st grade - Seymour Center	EQUIP rubrics folder General Feedback for Kevin
2nd grade - SCMNH	EQUIP Rubric
3rd grade - Coastal Watershed Council	EQUIP Rubric
4th grade - Elkhorn	
4th grade - MBNMS link	EQUIP Rubric
5th grade - SCCOSS	5th grade EQUIP rubric Suggestions are also in comments on the hyperdoc Early group discussion notes
MS - SOS & LiMPETS	
MS - Bird School Project	
HS - Groundswell	HS Group Groundswell EQUIP Rubric
HS - SC Climate Speakers	HS Group Climate Speakers EQUIP rubric
Additional Hyperdocs	

What are your takeaways from today?

- For students- Use less text, more photos!--agreed even our 6th grade students benefit from this.
- prep-SEP-modeling,
- Enjoyed the idea of creating a poem from the kids' appreciations. I started all my 4th grade classes last week in a sit spot. :-)
- Enjoyed previewing Virginia's and Chelsea's 5 E lessons. Excited about using them! :-)
- Get the kids outside!
- Really liked the Sit Spot poem activity. Also loved my breakout session - great resources from Groundswell and Climate Action.
- Excited to think about a well-thought out and planned lesson sequence! So much has felt like building the plane in the air. Excited about what our EE's have created so far!
- Really like our lesson sequence! Excellent work.
- Loved the continued focus on the sit-spot
- Appreciated the time to look at the SOS Hyperdoc. Sit Spot always wonderful.
- Thank you for the 5E lessons
- Provide guidance for hands-on activities for the teachers who are able to get materials home to their students. For young kids who can't necessarily go outside safely, other good options include: "Look out a window," or "Look for a natural object (like something from a plant) inside your house (like celery in your fridge)."W
- THANK YOU teachers!!!!
- The EEs have put a lot of time and effort into these lesson sequences! Thank you!
- Ways to make better access: using rubrics for journals, multiple pathways to share understanding.
- Love the lesson sequences!!!
- Teachers are so phenomenal, generous and adaptable, and students are so lucky!
- Excited to teach these lessons!
- This sequence will fit so well into my current unit.
- Poems from the sit spot

What needs do you have that we can address in future?

It is stressful to rush through the sit spot exercises. You could take 5 minutes off the breaks- make them only 10 minutes and have a time to really stop and sit. (breaks get taken up by doing stuff.)

- Continuing to be mindful of the current level of stress, overwhelm and burnout of the teachers attending this panel. I appreciate how much I think you are all considering this!

- Following their district pacing guide, 2 out of 3 teachers in my team have already taught about the key idea of this unit, and now needs to move on to other topics. So they can provide wonderful feedback, but I'm not sure they can use these resources.
- Please send the independent work links by email so we can easily access the three options for next week's session
- Wish we had more time to work with the teachers
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Limit the number of "tools" we are being asked to access. It feels like too many different things are being thrown at us and not enough time. I would prefer to just spend lots of time working on specific improvements on the Hyperdocs

Clear action items for our time in Breakout Rooms. What should we have done in the time allotted?

Clarity about whether we will be able to have outdoor experiences alongside our k

I just need access to the documents and links

When showing us how to do an activity like the sit spot poem, maybe just limit it to 3 people so we get the idea of how to do it.

SESSION 2: VAPA and Math Integration Notes 10/30/20

What Stories Might Students' Collective Data Tell?

- Categories of things that need water
- Sound map of sit spots over the course of a month
- How will students tell their own stories during this time?
- Getting to know each other: Class graphs of birthdays, favorite foods, favorite animals, etc. (K)
- Getting to know our environment (K): Could use similar routines to "Getting to know each other" class graphs but start asking questions about the environment, like what kind of weather each day; or what wild animals have they seen (butterflies, birds, ladybugs); etc. For each graph, we can ask: "What do you notice?" Opportunity for comparisons: "How many more of this do we have than of that?"

The "Impairments" of students' local waterways: what, where, why, how, ... so what? Our sit spots? Other Ideas?

- Trash - where do we see it? What kinds of trash? Where does it come from? What can we do about it?
- Plant species - where are certain species found; compare that data to watershed map (i.e. where water flows in, out, pools, etc.); make predictions first that data either support or disprove.

SESSION 1: TLI Kick-off Notes and Feedback 10/23/20

Ideas, adaptations and “aha’s” about distance learning science lesson sequences and/or hyperdoc tool

- Appreciate the simplicity of hyperdoc, need icons for simple instructions for **first and second grade** (Links and slide decks are ok for second grade-yes to videos)
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- **Second graders** have learned a simple post it on jamboard, break out rooms yes,
- Hyperdoc- break it into small parts - too much to see all at once perhaps make it a slideshow(Peardeck) . Maybe use Nearpod , great for younger students.
- Is there a way to put ‘actions’ in one place” *THIS! Need a clear format. Make it obvious where students are expected to record their answers (Can do this with colored boxed in tables, highlighted text, etc)
- Be explicit with directions. Have frequent check-ins.

5th grade:

- We need to expand the idea of sit spots to make them equitable: include different places, make it flexible so even a kid at the laundromat or in a car. Include observations of water wherever they are, for example, or include observations of houseplants and pets for kids who can’t get out.
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- We like the variety of activities.
- Hyperdoc, maybe there could have been more exploring.....so much information there.
- 5th: Give the kids each “E” one at a time instead of all at once or train them to do each part when assigned

4th Grade

- Putting links in the Questions and Answers Google doc versus using chat
- Hyperdocs might be too hard for the younger grades
- Managing breakout rooms loses the Chat box
- Using Google Slides with links, but students didn’t like. They would prefer getting the links when needed.
- Hyperdocs good when kids coming in late
- Peardeck might work better
- Notebooks - physical or digital
- Google forms - less clicking - Kid friendly

3rd Graders -

- Would have tough time with Hyperdoc - they are used to links in the chat immediately If they are released to do something independently, they might not return ...
- Everything takes at least twice as long ... breaking up lessons into chunks ...

- Refer to asynchronous work as “classwork,” not homework
- Hands-on anything is critical
- PV students are used to Google Meet, not zoom - if guest presenting to students in PV, know that you would need to use Google Meet
- Video will lag for many students Avoid presenting them live
- Timers help for outdoor observations
- Simplicity: graphic organizers, clear directions, clear video instructions.
- Use of manipulatives.

Kinder:

- Hyperdocs are really difficult for Kinders to navigate, but hands on, tactile activity would totally work. It would just have to be synchronous with the teacher guiding the hands-on experience.
- Parents say: The less mouse clicking and linking, the better. :)
- Flipgrid is a great tool: Kids can respond to questions with videos of themselves.
- It is great to have students submit videos or photos to the whole group, not just to the teacher. As a teacher, you can then share some of the student videos within the lesson. They “go gaga” for being highlighted as part of the lesson. :)

1st -2nd grade:

- Lesson sequence fits so well into Unit 3 of Benchmark
- Love the slide docs with ELD support and pictorial support after asking what they know about the topic
- I am jazzed to borrow the museum kits that support the lessons
- I would most likely teach these for ELD science support after using the Benchmark unit in Spanish.
- It’s lovely that it adds so much more to what Benchmark offers and it’s way more engaging than the old science texts!!!
- This is awesome that our SCCOE have honored this planning time given the fact that we are so far behind on implementing the new standards without current materials
- Much gratitude goes out to the whole team and those that support this planning!!!

Top takeaways from today?

- 5th: Multiple benefits of a sit spot and a sit spot routine
- 5th: Hyperdocs as a way to gather resources
- Watershed activity would be great for a citizen science.
- 5th: Careful with too much information at once - divide up into smaller sections.

Liking that ALL the links are in one place for hyperdoc lesson (great for absent students)

- 3rd grade EE partners have really done a tremendous job preparing the lessons and hyperdoc. It’s great to have this so far along so that teachers can consider it and work on adding feedback and developing further.

Needs for next time? Input on format, flow and logistics?

- Super long session. More sessions, for 1.5 hours. *
- Shorter breaks, end earlier ** Seconding this
- Friday is a tough day to have workshops as the end of the week
- Would like to see connections to NGSS standards
- 5th grade likes 15 minute breaks - Doesn't feel as draining as other Zoom stuff
- Visible timer helped during breaks
- Hands on helped with the fatigue of distance learning.
- Movement, outdoors, hands on all helped!
- Breakout rooms are much better for feeling connected.
- Loved the session!
- Way too long
- Good to go back to the same break out group. *seconding this - hard to maintain a flow when you rejoin new groups every time
- Drop into the break out room to check on us :)
- More sit spot and mindfulness to help us on Friday afternoons.