

LT3 2023 Science Session 4 - DQB

Connect - What is a Driving Question Board? (10 minutes)

1. Introduce yourself to your group, if you don't yet know each other.
2. Individually: Read an introduction to Driving Question Boards from OpenSciEd: <https://www.openscienced.org/driving-question-board/>
3. Discuss in your group: What has been your experience with student generated questions to a unit phenomena? Have you seen a teacher use a DQB before? How was it used?

Explore - How might a DQB support students in figuring out the phenomena? (20 minutes)

Individually explore any of the following:

- [3rd Grade Amplify Science DQB Sample](#)
- [YouTube Video about DQB from Iowa PBS](#)
- [Article: Enhancing Science Kits With the Driving Question Board](#)
- [Driving Question Board Steps](#)
- [McGraw Hill \(HS Curriculum\) DQB Summary](#)
- [McGraw Hill \(HS Curriculum\) DQB Step by step](#)

Apply - What might this approach look like and sound like in my classroom? (10 minutes)

Based on what you just explored, discuss in your group:

- What questions do you still have about implementing a DQB?
- What do you like about this strategy? What would be challenging?
- How can a DQB support a classroom culture where the students are doing the sensemaking?

Reflect - What do I want to remember? (10 minutes)

Individually:

- Think about what unit you would like to implement a DQB.
- Take a minute to write yourself a note about what you want to remember.