

**Magnifying Possibilities: Zoom in on the**

**VISION**



NORTH CAROLINA ASSOCIATION FOR THE

**GIFTED &  
TALENTED**

**43rd Annual NCA GT Conference**

Winston-Salem Marriott and Embassy Suites

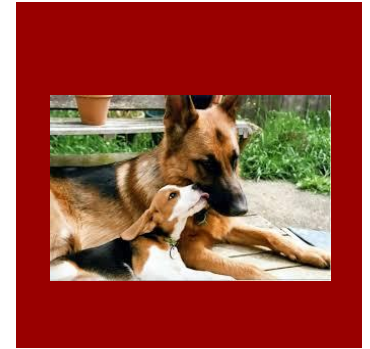
**March 2-3, 2017**



# Using Dynamic Word Walls for K-2 Science and Literacy

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North Carolina Department of Instruction  
March 2017

# Introductions



- Please complete the sign in sheet that is circulating with your name, school, LEA, and email address.

# NCDPI Science Resources



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**Announcements:**

[Summer Institute 2016](#)

**July 18, 2016:**  
Updated Formative Assessment Probe Alignment Guides to include *Uncovering Student Ideas in Earth and Environmental Science-22 New Formative Assessment Probes* (Keelley, R. & Tucker, L., 2016) "Added July 2016" are now posted on the [K-12 Formative Assessment Probe Alignment](#) wiki page. These new probes are aligned to Essential Standards in Grades 4-8 and high school Earth and Environmental Science.

**Join our Science Listserv!**  
Email: [Marilyn.Johns@dpi.nc.gov](mailto:Marilyn.Johns@dpi.nc.gov) and request to join one or more:  
• Elementary  
• Middle or  
• Science Supervisors/High School

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**NC STANDARD COURSE OF STUDY:**  
K-5 Resources  
6-8 Resources  
9-12 Resources  
K-12 Resources  
Safety Resources

**PROFESSIONAL DEVELOPMENT**

**TESTING AND ACCOUNTABILITY**

**OTHER INFORMATION**  
Math & Science Partnerships  
Presidential Awards  
NC Public Schools Science Website

**Science**  
North Carolina Common Core and Essential Standards

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What is wrong with this picture? If you said, "she needs some chemical splash goggles" you are a super safety teacher!!

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# NCDPI Science Resources



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## K-5 Science Resources

K	1	2
3	4	5

**Welcome!**

This is where you will find grade level support packs and resources to help plan for classroom implementation of North Carolina's Essential Standards for Science.

**Wonders of Weather Resource WIKI**  
...a K-5 resource site for teaching and learning about weather.  
<http://wondersofweatherwiki.ncdpi.wikispaces.net/>

We welcome your feedback!  
[donna\\_kenestrick@dpi.nc.gov](mailto:donna_kenestrick@dpi.nc.gov)  
[debra\\_hall@dpi.nc.gov](mailto:debra_hall@dpi.nc.gov)

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# Why should Science be well-taught?



- *Science is an enterprise that can be harnessed to improve the quality of life on a global scale.*
- *Science may provide a foundation for the development of language, logic and problem-solving skills in the classroom.*
- *A democracy demands that its citizens make personal, community-based, and national decisions that involve scientific information.*
- *For some students, Science will become a life-long vocation or avocation.*

# Teaching and Learning Science



- ***Children learn about the world by observing, thinking, and talking.***
- Children have sophisticated ways of thinking about the natural world based on their direct experiences.
- ***Children talk about their experiences.***
- Children can engage in reasoning processes and these can form the underpinnings of scientific thinking.
- ***Children talk about their ideas.***
- Instructional practice is built on teacher's knowledge of the subject, their understanding of skills and knowledge their students have, and their ability to orchestrate complex, unscripted classroom discussions.
- ***Teachers use unscripted talk to move student learning forward.***

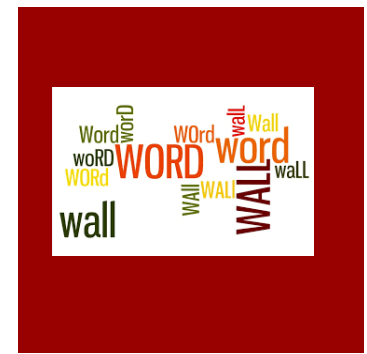
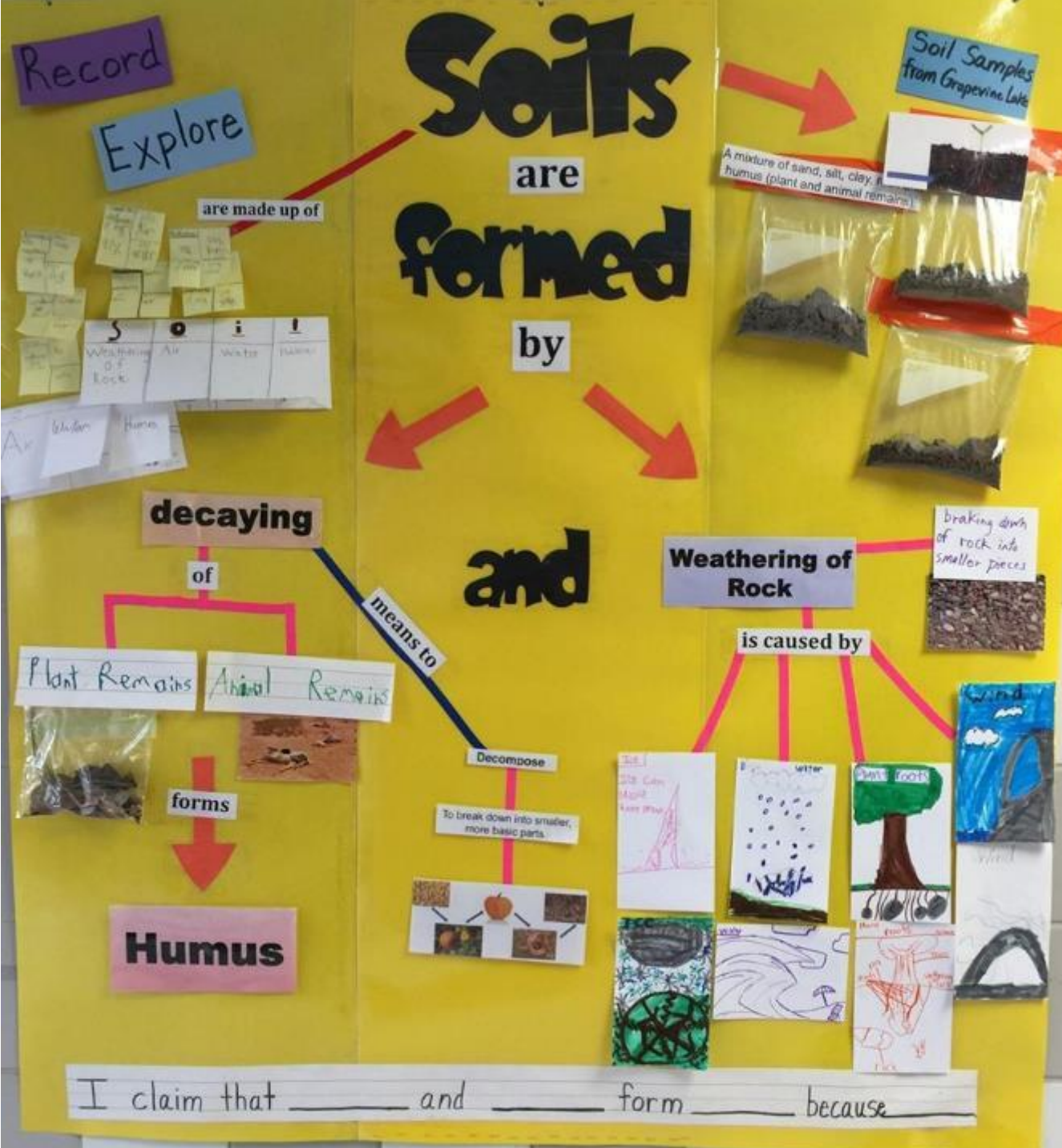
# Using Words – Teaching Words



- When children talk they use **words**.
- Learning new **words** helps students to build and expand their knowledge.
- **Word walls** can be used to introduce new words and concepts, and to develop conceptual knowledge.

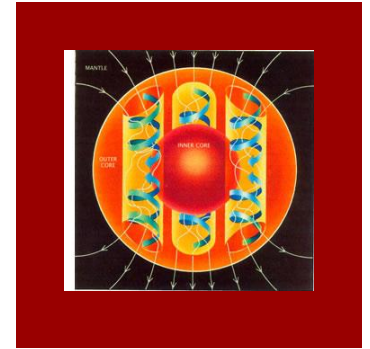






- Tiered Vocabulary
- Relationships
- Realia
- Student generated work

# What are Dynamic Word Walls?



- Are grounded in **science standards**.
- Visual representation of organized knowledge.
- Build and **change over time**.
- Help students to see the **connections, relationships, causal patterns**.
- Helps build **academic content vocabulary** and supports **fluency**.
- Opportunities to use **student-generated artifacts** to demonstrate understanding.

# Dynamic Word Walls: Group Work

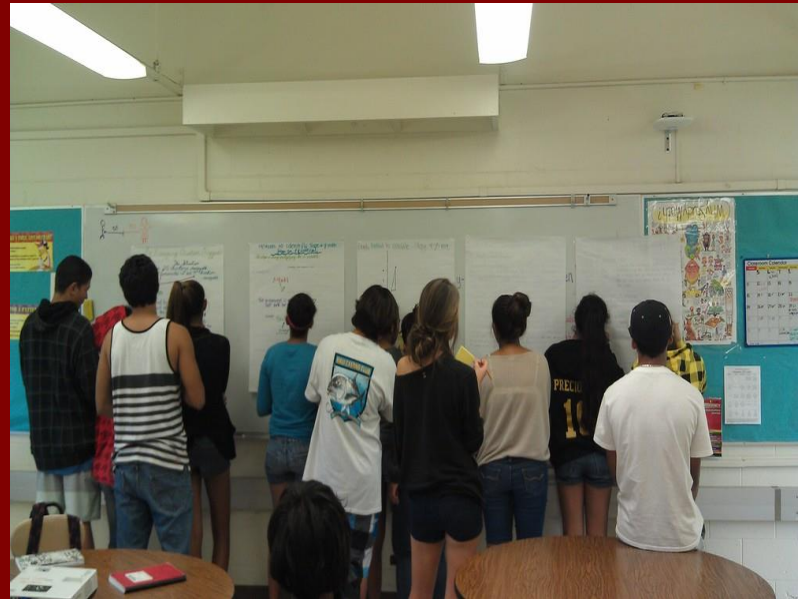


- Examine the North Carolina Science Essential Standards and Unpacking.
- Determine the vocabulary for the unit.
- Sketch a concept map of the vocabulary.
- Think about the connections, as this determines the type of word wall.
- Brainstorm realia, student work, tiered vocabulary, relationships.

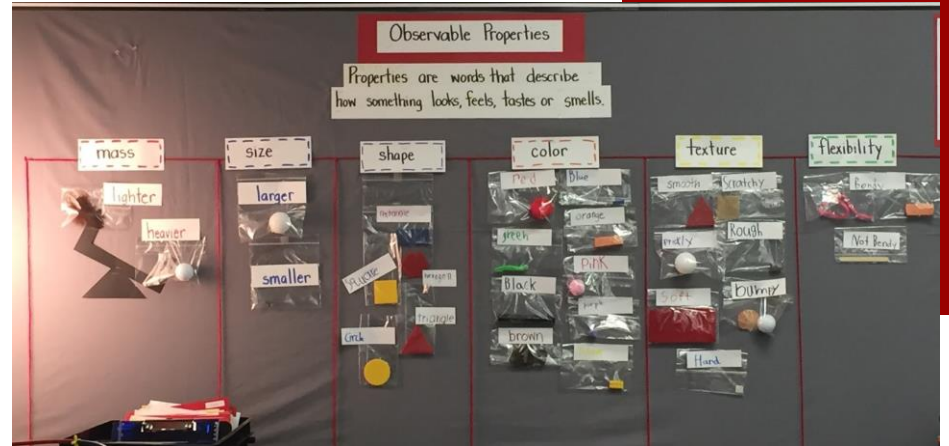
# Gallery Walk



- Circulate and study the different word wall sketches.
- Leave Post-it® note feedback as you circulate.



# Using Dynamic Word Walls



- Builds academic vocabulary.
- Builds conceptual knowledge.
- Show connections between ideas.
- Provide opportunities for assessment.
- Will support the development of scientific thinking.

# Using Dynamic Word Walls

- Aurasma
- <https://www.aurasma.com/>



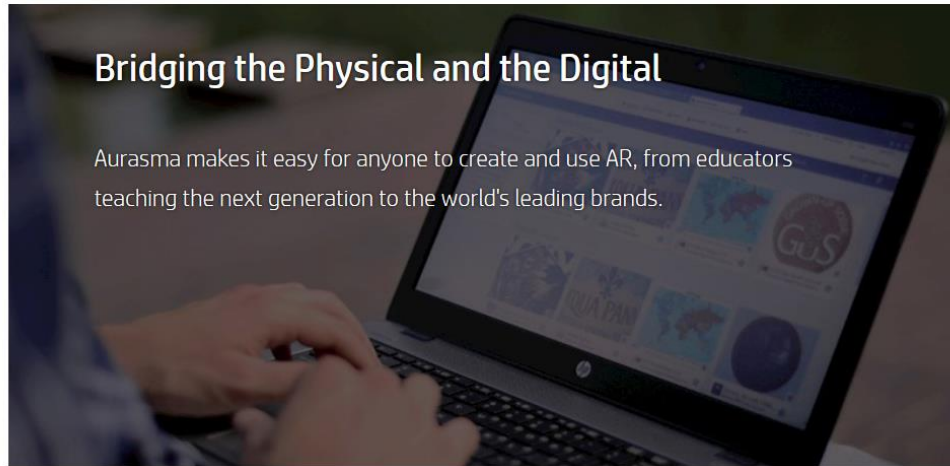
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## Bridging the Physical and the Digital

Aurasma makes it easy for anyone to create and use AR, from educators teaching the next generation to the world's leading brands.



# Evaluations

- **Front:**
  - **Plus**-on the left describe the things you most liked about the presentation today, especially things that you believe you might be able to do in your own classroom.
  - **Delta**-on the right describe the things you think could be improved and how.
- **Back:** Rank order 3 topics that were touched on in today's presentation that you would like to hear more about in the future.



Thank  
You!

THANK YOU