

JANICE KOCH

SCIENCE 6th Edition STORIES

Science Methods for Elementary and Middle School Teachers

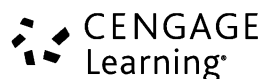
Sixth Edition

SCIENCE STORIES

Science Methods for Elementary and Middle School Teachers

Janice Koch

Emeritus, Hofstra University



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

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***Science Stories: Science Methods
for Elementary and Middle School
Teachers, 6th Edition***

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In memory of Beatrice Deutsch

Brief Contents

Preface	xx
About the Author	xxix

PART 1 The Scientist Within 1

1 Science Teaching and You: Locating Your Scientific Self.....	1
---	---

PART 2 Doing Science with Students: Inquiry in Practice 41

2 Teachers and Students as Science Learners	41
3 Engaging Students in Science and Engineering Practices	65
4 Scientific Explorations Inside and Outside the Classroom	79
5 Exploring Matter: Scientific Observations of Everyday Materials	107
6 Plants and Animals and Extended Investigations.....	123
7 Physical Science Explorations: Density and Its Implications	147
8 Using Models and Engineering Design for Teaching and Learning Science	171
9 Beyond the "Science Kit"	199

PART 3 Creating the Science Experience in Your Classroom 213

10 Content and Curriculum: Science Concepts and Your Scientific Self.....	213
11 Surrounded by Science: Science Connections Across Disciplines	253

VI Brief Contents

12	Planning for Science: Instructional Strategies	269
13	What's the Big Idea? Assessing for Understanding	295
14	Pulling it All Together	313
	Glossary	321
	References	329
	Index	335

Contents

Preface	xx
About the Author	xxix

PART 1 The Scientist Within 1

1 Science Teaching and You: Locating Your Scientific Self	1
1-1 An Invitation to Teaching Science	2
<i>1-1a The Scientist Within</i>	<i>3</i>
1-2 What Is Science, and Why Teach It?	4
<i>1-2a Science as a Set of Practices, a Set of Ideas, and a Way of Thinking about the World.....</i>	<i>4</i>
<i>Doing Science: A Set of Practices</i>	<i>5</i>
<i>A Set of Ideas</i>	<i>6</i>
<i>A Way of Thinking about the World</i>	<i>7</i>
<i>1-2b The Value of Teaching Science</i>	<i>9</i>
<i>1-2c Teaching Science and the STEM Education Movement.....</i>	<i>9</i>
<i>1-2d The Teacher Makes a Difference</i>	<i>10</i>
1-3 How Do Students Learn Science?	10
<i>1-3a Key Tenets of Constructivist Theory.....</i>	<i>10</i>
<i>Piaget and Bruner</i>	<i>11</i>
<i>Vygotsky and the Social Context</i>	<i>12</i>
<i>Learning Theory, Big Ideas, and Metacognition</i>	<i>12</i>
<i>1-3b Implications for Teaching</i>	<i>13</i>
<i>Concrete Experiences.....</i>	<i>13</i>
<i>Meaningful Experiences</i>	<i>15</i>
SCIENCE STORY: LISTENING TO STUDENTS' IDEAS	16

<i>Listening and Mediating</i>	16
<i>Teaching Science for Understanding</i>	17
<i>The Learning Cycle</i>	17
<i>Students' "Misconceptions"</i>	18
<i>This Book's Approach</i>	19
1-4 The Diversity of Science Students	19
<i>1-4a Questions to Ask about Your Students</i>	19
<i>1-4b Connecting Science to All Students</i>	20
<i>Differentiating Instruction</i>	21
<i>Engaging Your Students</i>	22
1-5 The Role of Technology in Today's Science Teaching	22
<i>1-5a Simulations and Interactive Websites</i>	23
<i>1-5b Tools for Expression</i>	23
<i>1-5c A Means of Collaboration</i>	23
1-6 Locating Your Scientific Self	24
SCIENCE STORY: SCIENCE STORY	25
1-7 Thinking Scientifically	26
1-8 Beliefs about Science: We Teach Who We Are	27
<i>1-8a Your Feelings Show</i>	27
<i>1-8b Teacher Attitudes Affect Students' Attitudes</i>	27
1-9 Who Is a Scientist? Stereotype versus Reality	29
<i>1-9a Drawing a Scientist</i>	29
<i>Third Graders Draw Scientists</i>	30
<i>Stereotypes Can Be Discouraging</i>	31
<i>Reflecting on Your Drawing</i>	32
1-10 Your Science Autobiography	32
<i>1-10a Writing Your Science Autobiography</i>	33

1-11 Keeping a Science Journal.....34
1-11a How Do I Keep a Science Journal?..... 34
1-11b A Bird Story: Sample Entries from a Science Journal..... 35
1-11c Some Guidelines for Your Own Science Journal..... 37
1-11d Your Inner Scientist..... 38

1-12 Becoming a Science Teacher.....38
RESOURCES 38

PART 2 Doing Science with Students: Inquiry in Practice 41

2 Teachers and Students as Science Learners..... 41

2-1 Making Meaning: A Personal Story42
 SCIENCE STORY: THE BOTTLE AND THE BALLOON 44
2-1a Helping Students to Make Meaning..... 46
2-1b Prior Knowledge 46
2-1c Valuing the Students’ Thinking 47

2-2 Facilitating Students’ Learning.....47
2-2a Alternative Conceptions 48
2-2b Scaffolding..... 49

2-3 Teacher as Mediator49
 SCIENCE STORY: ICICLES..... 50
 SCIENCE CONCEPTS: MASS AND WEIGHT..... 51

2-4 The Social Context of Teaching and Learning Science: Alternative Conceptions55

2-5 Concept Maps and Learning Science.....57
 SCIENCE STORY: THE “SKIN” OF WATER..... 57

2-6 Students as Knowers.....63

3 Engaging Students in Science and Engineering Practices 65

3-1 Science and Engineering Practices: Using Multistation Activities.....	66
3-2 Science Notebooks	67
PROFESSIONAL RESOURCE DOWNLOAD: FIGURE 3.1: A SUGGESTED STRUCTURE FOR STUDENTS' SCIENCE NOTEBOOKS FOR THE MULTISTATION "SCIENCE CIRCUS" ACTIVITY.....	67
3-3 A Science Activity "Circus"	68
SCIENCE STORY: THE SCIENCE ACTIVITY CIRCUS COMES TO MOUNT HOLLY	68
SCIENCE CONCEPTS: EFFECT OF TEMPERATURE ON LIQUIDS	70
3-4 Technology Extends Our Senses	74
3-4a Real-Time Data Collection Software	75
3-4b Using Video to Extend Observations	75
3-5 Science in the Classroom and with the Family	76
3-5a Family Science Night	76

4 Scientific Explorations Inside and Outside the Classroom 79

4-1 Two Types of Science Curricula.....	80
4-2 The Importance of Experiences with Nature	81
4-2a Diversity Within and Without.....	82
4-3 Seeing the Larger Picture: Content Plus Context	82
4-4 Making Observations of Local Trees: Understanding Common Ancestry	83
SCIENCE STORY: STUDYING STREET TREES.....	84
PROFESSIONAL RESOURCE DOWNLOAD: FIGURE 4.2: A GUIDE FOR STUDENTS TO RECORD THEIR OBSERVATIONS	87
4-5 Scientific Data as Evidence	88
SCIENCE STORY: ECOLOGY DISRUPTED	89

4-6 Field Trips 94

4-6a Tips for Outdoor Science Experiences 95

 SCIENCE STORY: MAKING CONNECTIONS, INSIDE AND OUTSIDE THE CLASSROOM 96

4-7 Science Centers: Bringing the Outside Inside the Classroom 100

4-7a Making the Science Center an Interactive Experience 101

Designing the Science Center with Your Students 102

Questions and Activities 103

4-7b Sample Science Centers from Around the Country 103

A Third-Grade Science Center in the Northeast 103

A Second-Grade Science Center in the Northwest 104

A First-Grade Science Center in the Midwest 104

A Third-Grade Science Center in the Autumn 104

A Second-Grade Science Center 104

A Third-Grade Science Center 104

A Sixth-Grade Green Science Center 105

4-8 The Daily Life of the Classroom 105

5 Exploring Matter: Scientific Observations of Everyday Materials 107

5-1 Exploring Matter: Scientific Observations of Everyday Materials 108

 SCIENCE STORY: THIRD GRADERS DESCRIBE PROPERTIES OF MATTER 109

5-2 Explorations at Science Stations 111

 SCIENCE STORY: EXPLORING SOLIDS, LIQUIDS, AND GASES 111

5-3 Finding the Right Grouping Is Sometimes Challenging 114

 SCIENCE STORY: MYSTERIOUS MATTER 114

5-4 If It's So Messy, Can It Be Science? 117

 SCIENCE CONCEPTS: MATTER AND ENERGY 118

5-4a Messiness in the Classroom 119

5-4b Keeping It Complex 120

6 Plants and Animals and Extended Investigations..... 123

6-1 What Does It Mean to Be Alive?	125
SCIENCE STORY: WHAT MAKES A RABBIT REAL?.....	125
6-2 Plants and Animals in Your Science Center	127
6-3 From Seed to Plant	128
SCIENCE STORY: A FAILED EXPERIMENT	129
SCIENCE STORY: WHAT'S INSIDE A SEED?.....	130
6-4 Studying Plant Life Cycles in Nature	136
SCIENCE STORY: PLANTING IN A VACANT LOT.....	136
<i>6-4a Plant Parts and Plant Function</i>	137
SCIENCE STORY: WHEN IS A VEGETABLE A FRUIT?	137
6-5 A Classroom Invertebrate	139
<i>6-5a Observing and Investigating Earthworms</i>	139
SCIENCE STORY: LEARNING ABOUT EARTHWORMS.....	141
<i>6-5b Working Together to Conduct Investigations over Time</i>	144

7 Physical Science Explorations: Density and Its Implications..... 147

7-1 Floating and Sinking Experiences with Young Students	149
SCIENCE STORY: FLOATING AND SINKING FRUITS.....	149
7-2 Older Students Explore the Differing Density of Liquids	152
SCIENCE STORY: LOOKING AT LIQUIDS	152
7-3 The Design Challenge of Building Science Toys	155
SCIENCE STORY: THE NEXT DAY: BUILDING SCIENCE TOYS TO ILLUSTRATE DENSITY: A DESIGN CHALLENGE	155
7-4 Levels of Understanding: A Further Exploration	158
SCIENCE STORY: DELVING DEEPER INTO SINKING AND FLOATING	158
7-5 Extending Curriculum: Taking Advantage of Emerging Relevance	160

7-6 Looking Ahead at Deepening Levels of Understanding..... 161

7-7 Using Mathematics and Computational Thinking 162

 SCIENCE STORY: APPLES, POTATOES, AND DENSITY 162

 SCIENCE CONCEPTS: MEASURING WATER DISPLACEMENT 168

 7-7a *Deepening of Understandings* 169

8 Using Models and Engineering Design for Teaching and Learning Science 171

8-1 The Usefulness of Models..... 172

 8-1a *What Do We Mean by a Model?*..... 173

8-2 An Edible Solar System 174

 SCIENCE STORY: AN EDIBLE SOLAR SYSTEM..... 174

8-3 From Models to Meaning..... 181

 SCIENCE STORY: MAKING A MODEL OF A PLANETARY ORBIT..... 181

8-4 Shapes of the Moon 184

 SCIENCE STORY: SHAPES OF THE MOON..... 184

 8-4a *Using Moon-Phase Journals*..... 187

8-5 Making Models with Engineering Design 188

 SCIENCE STORY: MAKING MODELS OF ATOMS..... 188

 PROFESSIONAL RESOURCE DOWNLOAD: FIGURE 8.4: COVER SHEET FOR THE ATOM DESIGN CHALLENGE 193

8-6 Engineering Design Technology 197

 8-6a *Design Portfolios*..... 198

9 Beyond the “Science Kit” 199

9-1 The Electricity Kit..... 200

 SCIENCE STORY: USING THE BATTERIES, BULBS, AND WIRES KIT..... 201

9-2 The Electricity Kit—Revisited..... 202

 SCIENCE STORY: REVISITING THE BATTERIES, BULBS, AND WIRES KIT..... 202

9-3 Applying What They Learned.....206
 SCIENCE STORY: THE NEXT DAY: LIGHTING A SHOEBOX HOUSE..... 206

9-4 Thinking about Teaching and Learning: Science PCK210
 9-4a *The Learning Cycle Revisited* 211

PART 3 Creating the Science Experience in Your Classroom 213

10 Content and Curriculum: Science Concepts and Your Scientific Self 213

10-1 Making New Concepts Your Own215

10-2 Organizing the Science Curriculum215

10-3 Systems.....217

10-4 The Solar System217
 10-4a *The Sun and the Planets* 218
 10-4b *Smaller Objects in the Solar System*..... 218
 10-4c *Gravity and Inertia: Governing Principles of the Solar System* 219
 THINKING ABOUT SYSTEMS: THE INTERCONNECTION OF PARTS 220

10-5 Human Body Systems.....220
 10-5a *The Digestive System*..... 221
 10-5b *The Circulatory System*..... 221
 10-5c *The Respiratory System* 223
 10-5d *The Nervous System* 224
 SCIENCE CONCEPTS: HOW DO WE BREATHE?..... 224
 THINKING ABOUT SYSTEMS: NOTICING SIMILARITIES AND DIFFERENCES..... 225

10-6 Simple Machines225
 10-6a *Lever*..... 227
 10-6b *Wheel and Axle*..... 228

10-6c Pulley.....	228
10-6d Inclined Plane.....	228
10-6e Wedge.....	228
10-6f Screw.....	229
10-6g Compound Machines and Gears.....	229
THINKING ABOUT SYSTEMS: SIMPLE MACHINES AS SYSTEMS.....	229
10-7 The Earth as a Super-System.....	230
10-7a The Earth's System and Green Science.....	231
10-7b Energy and Matter in the Earth's System.....	232
10-8 Interactions and Patterns of Change.....	232
10-8a Heat Energy and Matter.....	233
10-8b Water.....	233
10-8c Sugar.....	234
10-8d Bottles and Balloons.....	234
10-8e Sources of Heat Energy.....	235
10-9 Heat Energy on the Move.....	235
THINKING ABOUT INTERACTIONS: CHEMICAL AND PHYSICAL CHANGES.....	236
THINKING ABOUT INTERACTIONS: LINKS BETWEEN INTERACTIONS AND SYSTEMS.....	237
10-10 Electricity.....	238
10-10a The Structure of Matter and the Electron.....	238
10-10b Static and Current Electricity.....	239
10-10c Energy Transformations and Generators.....	239
10-11 Light.....	240
10-11a Sources of Light.....	240
10-11b Light Energy and Matter.....	241
THINKING ABOUT INTERACTIONS: MAKING CONNECTIONS: FROM ELECTRICITY TO HEAT AND LIGHT.....	242
10-11c Color.....	242
10-12 Sound.....	243
10-12a The Speed of Sound.....	243
10-12b Characteristics of Sound.....	244

10-12c <i>The Human Voice</i>	244
THINKING ABOUT INTERACTIONS: SOUND ENERGY AND MUSICAL INSTRUMENTS.....	244
10-13 Magnetism	245
10-13a <i>Electromagnets</i>	246
10-13b <i>What Causes Magnetism?</i>	246
10-13c <i>The Earth as a Magnet</i>	246
10-14 From Content to Curriculum	246
10-15 Who Creates the Curriculum? National Influence and Local Control	247
10-15a <i>The STEM Education Movement</i>	248
10-15b <i>STEM and Group Projects</i>	248
10-15c <i>The Impact of STEM</i>	248
10-16 Developing Curriculum Units.....	249
10-16a <i>Aligning a Unit of Study with the NGSS</i>	249
10-16b <i>Selecting Activities</i>	250
10-16c <i>What Is Missing?</i>	250
10-16d <i>A Checklist for the Science Curriculum</i>	250
11 Surrounded by Science: Science Connections Across Disciplines.....	253
11-1 The Importance of Interdisciplinary Connections	254
11-2 Making Meaning with Dialog Poems.....	255
11-3 Mathematics, Measuring, and Meaning Making	256
SCIENCE STORY: HOW MUCH MILK ARE WE WASTING?	257
11-4 Science and Engineering Design in a Second-Grade Class	258
SCIENCE STORY: AN EXPLORATION OF MAGNETS AND FORCES.....	259
11-5 Making the Science and Art History Connection	262
SCIENCE STORY: IS SHE OR IS SHE NOT A LEONARDO?.....	262
11-6 STEM Education and More.....	267

12 Planning for Science: Instructional Strategies	269
12-1 Encouraging Underrepresented Students in Science	271
12-2 Teaching Science to English Language Learners (ELLs).....	272
12-3 An Activity Is Not a Lesson	273
12-4 Planning the Lesson.....	274
12-5 A Planning Guide	274
12-5a Goals	274
PROFESSIONAL RESOURCE DOWNLOAD: A GUIDE FOR MAKING A SCIENCE LESSON PLAN	275
12-5b Disciplinary Core Ideas.....	275
12-5c Engage.....	275
12-5d Explore.....	276
12-5e Explain	276
12-5f Elaborate	277
12-5g Evaluate.....	277
12-5h If I Know It, Do I Have to Write It?.....	277
12-5i Time Allotment.....	277
12-6 After the Planning, the Letting Go!	278
12-7 The Role of Questioning	279
12-7a Types of Questions	279
12-7b Questions That Invite Students to Action.....	280
12-7c Questions That Access Students' Own Ideas and Prior Knowledge.....	280
12-7d Questions That Check for Understanding	281
12-7e Don't Rush: A Word about Wait Time	281
12-8 Science Learning Groups: Creating an Environment for Team Work....	282
12-8a Learning Groups.....	282
12-8b Small-Group Learning Works	283
12-8c Cooperative Learning and Reflection.....	283

12-8d <i>Learning in a Social Context</i>	283
12-8e <i>Cultural Diversity and Gender in Cooperative Learning</i>	284
12-8f <i>Scientific Investigation and Group Learning</i>	284
12-9 Structuring Cooperative Learning Groups in Your Classroom	285
12-9a <i>Assigning Students to Groups</i>	285
12-9b <i>Assigning Group Roles</i>	285
12-9c <i>Facilitating Group Learning</i>	286
12-9d <i>Cooperative Groups across the Globe</i>	287
12-10 Inclusive Science Education	287
12-10a <i>Science and the Inclusion Model</i>	288
12-10b <i>Classroom Strategies for Doing Science with Students with Disabilities</i> ..	289
<i>Motor/Orthopedic Disabilities</i>	289
<i>Visual Impairments</i>	289
PROFESSIONAL RESOURCE DOWNLOAD: CLASSROOM SURVEY: HOW ACCESSIBLE	
IS YOUR CLASSROOM?	290
<i>Hearing Impairments</i>	291
<i>Learning Disabilities</i>	291
<i>Attention-Deficit/Hyperactivity Disorder (ADHD)</i>	291
12-11 Technology to Foster the Success of Students with Disabilities	292
12-12 Questions for Your Own Reflection	293
13 What’s the Big Idea? Assessing	
for Understanding	295
13-1 Assessment and Testing	297
13-2 Formative, Summative, and Performance Assessments	297
13-3 Assessment and the Instructional Context	298
13-4 Science Notebooks and Assessment	298
13-4a <i>A Sample Structure for a Science Notebook</i>	299
13-4b <i>Pictures and Telling Stories</i>	301
13-4c <i>Assessing Student Notebooks</i>	301
PROFESSIONAL RESOURCE DOWNLOAD: CHECKLIST FOR ASSESSING SCIENCE NOTEBOOKS	302

13-5 Other Types of Writing Assignments	302
<i>13-5a Middle Schoolers Blog about Organelles.....</i>	<i>303</i>
13-6 Using Science Conversations for Assessment.....	304
13-7 Using Technology to Assess Understanding.....	305
<i>13-7a Concept Maps.....</i>	<i>305</i>
<i>13-7b Electronic Presentations.....</i>	<i>306</i>
13-8 Multiple Types of Performances	307
<i>13-8a Third Graders Enact the Water Cycle</i>	<i>307</i>
<i>13-8b Second Graders Do a Station Assessment for a Unit on Matter.....</i>	<i>308</i>
PROFESSIONAL RESOURCE DOWNLOAD: FIGURE 13.2: SAMPLE CHECKLIST AND SCORING RUBRIC FOR A STATION ASSESSMENT	309
13-9 Assessing, Teaching, and Learning.....	309
 14 Pulling it All Together.....	 313
14-1 Your Scientific Self.....	314
14-2 Developing a Personal Philosophy.....	315
14-3 Professional Development.....	316
<i>14-3a Networking in the Profession.....</i>	<i>316</i>
<i>14-3b Promotion and Certification Requirements</i>	<i>317</i>
<i>14-3c Further Means of Professional Development</i>	<i>318</i>
PROFESSIONAL RESOURCE DOWNLOAD: A CHECKLIST FOR SELF-EVALUATION.....	319
14-4 How Am I Doing? A Guide to Self-Evaluation.....	319
14-5 Looking Back to Look Ahead: A New Chapter in Your Science Autobiography	319
 Glossary	 321
References	329
Index.....	335

Preface

For the elementary or middle school teacher, teaching science is frequently a challenging task, and sometimes it can even be intimidating. This book is an invitation to elementary and middle school science. It is a welcome mat for future teachers, inviting them to the world of science and inspiring them to teach it.

I have written this book so that it can be used as a core text in a science methods course for preservice or in-service teachers. But its approach and content are forged from my own struggles to find material that addresses the school science experience as a natural part of the classroom's daily life. Because many future teachers are apprehensive about teaching science, it is important to help them believe in themselves as science learners and to see themselves as scientific. What does it mean to work like a scientist? Or to think scientifically? Often, like many others in our society, they have a culturally constructed stereotype of the scientist: a kind of mad genius in a white lab coat who does strange, inexplicable things with test tubes. Unfortunately, many conventional texts do little to counter these preconceptions, and when teachers begin to work with students, they often convey the same apprehension and the same brand of stereotype. This book attempts to break the cycle by showing teachers that they do indeed have a "scientist within." By discovering their own scientific selves, teachers can reawaken the joy and wonder of unraveling the mysteries of the natural world, and they can share that experience with their students.

New Features in the Sixth Edition

Since the last edition of *Science Stories* went to press, new national science standards for K–12 science teaching have been developed, offering a three-pronged approach to teaching science. The three dimensions to the Next Generation Science Standards are: (1) science and engineering practices, (2) disciplinary core ideas in life, physical, earth, and space sciences and engineering technology and applications of science, and (3) crosscutting concepts. The first step in developing the new standards was *A Framework for K–12 Science Education* developed by the National Research Council (2012). This document laid out the three dimensions of science education that were the basis for the NGSS (2013). These standards are described and referred to throughout the sixth edition of *Science Stories*. A major goal of sixth edition is to bring these standards to life.

Building on the fifth edition, this edition of *Science Stories* continues to suggest ways to take the students outside and further their understanding and appreciation of nature. At the same time exponential technological growth and an explosion of knowledge in the fields of neuroscience, nanotechnology, and environmental science contribute to the stories in this text. Emphasizing science and engineering practices and not solely science process skills is a major contribution of this sixth edition, while engineering design challenges are a significant feature of *Science Stories*. As our students rely on social media and on their devices for much of their information, there is a flood of data that needs to be vetted. What counts for evidence in making statements about the natural world? What are the data behind global climate change? What can be learned by gathering evidence from events in nature? Watching my own granddaughters grow in this age of instant communication and access to data reminds me that the simple joy of exploring a bird's nest is more important than ever.

The following **new features** are found in this sixth edition:

- New stories of teachers and students working inside and outside the classroom, bringing the STEM education movement to life as they integrate science, technology, engineering, and mathematics.
- Stories that connect literature, poetry, and the visual and performing arts to scientific understandings, adding to the STEAM education movement, where the “A” stands for the arts.
- Included in this edition is an entirely new chapter devoted to science stories of an interdisciplinary nature, integrating scientific understandings with language arts, mathematics, art history, and engineering design.
- This edition continues to emphasize the importance of **engineering design** as a way to apply what students learn in science to the design and construction of models and artifacts. This edition expands on what we know about how people learn. It stresses the importance of **disciplinary core ideas**, what I used to refer to as “**big ideas**,” and how these enduring understandings can be revealed when teachers and students “unpack” those concepts together. It also emphasizes how the science concepts progress to deeper levels as the students mature. Examples of these **learning progressions** are embedded in the text and become explicit in Chapter 7.
- Throughout the book, you will see students accessing the Internet to communicate, gain information, and check for understanding. You will find students actively engaged with social media, online simulations, and blogs set up by their teachers. Yet this edition, like earlier ones, continues to present technology not as an end in itself but as a tool to help students engage in learning projects and construct their own knowledge.
- Chapter 11, “Surrounded by Science: Science Connections across Disciplines,” continues to focus on interdisciplinary connections—offering guidance on how to use poetry, literature, social studies, engineering design, and works of art to teach science.

- *The sixth edition of Science Stories answers these questions:* How can I do this? Where do I start? How do I use the new standards? What does a successful science lesson look like?
- This edition also contains a comprehensive chapter on life science, physical science, and earth and space science disciplinary core ideas as well as a chapter considering student assessment and, finally, self-assessment.

Chapter-by-Chapter Overview

Chapter 1

In Chapter 1, we introduce the reader to the many ways we can think about science and scientists and to the thinking behind *The Next Generation Science Standards*. This chapter combines the first two chapters from the fifth edition of *Science Stories* and invites the reader to think about their personal experiences with learning science and what steps they may take to becoming invested in their own science learning. Chapter 1 foreshadows the stories of teachers and students doing science together by highlighting what the reader should be looking for. It is here that students are introduced to locating their own inner scientist.

Chapter 2

In this edition, Chapter 2 introduces the reader to what it looks like when teachers and students are engaged in doing science together and expands upon the science stories' meaning by introducing the science concepts and teaching ideas behind each story and how they are connected to the NGSS. Addressing how people learn by constructing meaning from their experiences is key to Chapter 2.

Chapter 3

In Chapter 3 we revisit the science circus from earlier editions, relating the stations to science and engineering practices.

Chapter 4

This chapter takes students outdoors and introduces new stories of doing science with students both inside and outside of the classroom.

Chapter 5

This chapter revisits what it means to get messy in science and how that messiness comes from the investigations and, sometimes, resides in the categories we use to classify matter! In this edition, the reader explores what it would take to teach these messy science lessons themselves. In a new story, third-grade students struggle with how to describe properties of solids, liquids, and gases.

Chapter 6

Extended investigations of living things is a major theme of this chapter, and connections to the NGSS offer insights into the crosscutting concept of structure and function. Living things remain a fascination for all students, especially those in elementary and middle school.

Chapter 7

This chapter brings a learning progression to life as students learn about the mass, volume, and density of materials and different ages and stages of development. We meet the first engineering design challenge of the sixth edition in this chapter.

Chapter 8

In this chapter, we update the former Chapter 9 from the fifth edition. We examine engineering practices in the classroom. A practical part of engineering education, the design challenge asks students to design and construct a solution to a problem using what they have learned about the core concept. This application of knowledge is revealed in Chapter 8 by examining the design and construction of atomic models.

Chapter 9

In this chapter, we problematize the “science kit,” reminding the reader that science investigations need to give students the opportunity to plan investigations and argue from evidence. Once again, this sixth edition includes asking the reader questions that will help them find a way to teach this unit themselves.

Chapter 10

Chapter 10 examines basic science content for life, physical, and earth sciences while introducing the reader to the current thinking behind STEM education. This is an excellent lead-in to a more interdisciplinary approach to teaching science that is explored in the new Chapter 11 of the sixth edition.

Chapter 11

Whether it is writing dialog poems, essays, personal letters, or journal entries, writing is a significant part of expressing and communicating science concepts. Some students use artistic devices to express meaning, while others use engineering design or concept maps. This interdisciplinary chapter places science in the center of the elementary and middle school curriculum. The stories are authentic and serve as a reminder that, indeed, we are surrounded by science and that science connections to other disciplines are not hard to find.

Chapter 12

Planning for teaching science is key to a successful lesson. This revised chapter helps the reader to examine what is required to plan and implement a successful K–8 science lesson that is aligned with the NGSS. This edition continues to address the needs of underrepresented groups in science.

Chapter 13

This revised assessment chapter addresses the importance of assessment being a good instructional task and the need for assessment to match instruction. Examples throughout this chapter represent authentic assessment techniques.

Chapter 14

In this final chapter, the emphasis is on metacognition and self-assessment. It offers advice to future teachers as they plan for and implement science investigations throughout elementary and middle school.

Science Stories: Narrative as a Tool for Science Teaching and Learning

Those who are new to this book may wonder, “Why does it tell so many stories?” Thirty years ago, when I began to teach the science methods course at a major metropolitan university, I started telling stories about my own experiences doing science with children. I found that the stories helped my students understand both what science is and how they could facilitate science experiences in their own classrooms.

At about the same time, I was traveling to various school districts to help teachers create science experiences in their classrooms. I spent many months visiting schools and modeling science lessons. As I learned a great deal from the students and their teachers, I realized that their stories had important implications for my teacher education classes. Thus my repertoire of stories naturally expanded. Today, they continue to expand as I work on funded projects to improve science education.

The use of narrative is not new to teacher education, but it is a fresh approach to the science methods course. This book presents much of its theory and its practical advice by way of stories about students and teachers actually doing science together. Rather than imbibing generalities out of context, readers can see what the principles mean in typical classroom situations. This edition connects the NGSS to these stories.

How Do the Science Stories Work?

The stories are set in a framework of discussion that helps readers to see the larger picture. Following each story or set of stories, four sections draw out the implications of the narrative and stimulate reflection.

1. *The Teaching Ideas behind This Story.* A discussion of the science teaching ideas that are demonstrated by the science story. In this section the reader comes to understand the reasoning behind the techniques modeled by the teacher in the story.
2. *The Science Ideas behind This Story.* An explanation of specific science concepts that the reader should understand in order to grasp the science story fully.
3. *Connections to the Next Generation Science Standards.* A description of which NGSS disciplinary core ideas, crosscutting concepts, and science and engineering practices are illustrated.
4. *Exploring Further.* Questions that prepare readers to implement the lessons in their own classrooms.

Other Learning Features of This Text

In addition to the science stories, the vital theoretical background, and the frequent links to national standards, this book provides readers with important tools to help them use the material effectively. These tools include:

- **To Think About.** At the beginning of each chapter, the reader is asked to reflect on a few key questions. These try to make a personal connection to the reader in a way that invites thought about the chapter topics.
- **Marginal Glossary.** The glossary in the margins provides clear, concise definitions of key scientific and pedagogical concepts. The full glossary is provided at the end of the book for a complete listing.
- **Science Concepts.** The Science Concepts box highlights key science concepts, facilitating learning and review.
- **MindTap for Education.** MindTap is a first-of-its kind digital solution with an integrated eportfolio that prepares teachers by providing them with the knowledge, skills, and competencies they must demonstrate to earn an education degree and state licensure and to begin a successful career. Through activities based on real-life teaching situations, MindTap elevates students' thinking by giving them experiences in applying concepts, practicing skills, and evaluating decisions, guiding them to become reflective educators.

Accompanying Teaching and Learning Resources

This sixth edition of *Science Stories* is accompanied by an extensive package of instructor and student resources.

MindTap™: The Personal Learning Experience

MindTap for Koch, *Science Stories*, 6e, represents a new approach to teaching and learning. A highly personalized, fully customizable learning platform with an integrated eportfolio, MindTap helps students to elevate thinking by guiding them to:

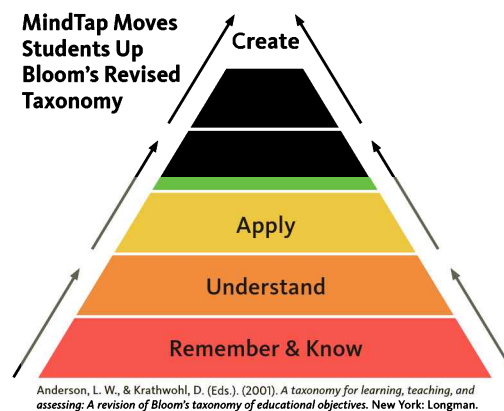
- Know, remember, and understand concepts critical to becoming a great teacher.
- Apply concepts, create curriculum and tools, and demonstrate performance and competency in key areas in the course, including national and state education standards.
- Prepare artifacts for the portfolio and eventual state licensure to launch a successful teaching career.
- Develop the habits to become a reflective practitioner.

As students move through each chapter's Learning Path, they engage in a scaffolded learning experience, designed to move them up Bloom's Taxonomy, from lower- to higher-order thinking skills. The Learning Path enables preservice students to develop these skills and gain confidence by:

- Engaging them with chapter topics and activating their prior knowledge by watching and answering questions about authentic videos of teachers teaching and children learning in real classrooms.
- Checking their comprehension and understanding through Did You Get It? assessments, with varied question types that are autograded for instant feedback.
- Applying concepts through mini-case scenarios—students analyze typical teaching and learning situations, and then create a reasoned response to the issue(s) presented in the scenario.
- Reflecting about and justifying the choices they made within the teaching scenario problem.

MindTap helps instructors facilitate better outcomes by evaluating how future teachers plan and teach lessons in ways that make content clear and help diverse students learn, assessing the effectiveness of their teaching practice, and adjusting teaching as needed. MindTap enables instructors to facilitate better outcomes by:

- Making grades visible in real time through the Student Progress App so students and instructors always have access to current standings in the class.
- Using the Outcome Library to embed national education standards and align them to student learning activities and also allowing instructors to add their state’s standards or any other desired outcome.
- Allowing instructors to generate reports on students’ performance with the click of a mouse against any standards or outcomes that are in their MindTap course.
- Giving instructors the ability to assess students on state standards or other local outcomes by editing existing or creating their own MindTap activities and then by aligning those activities to any state or other outcomes that the instructor has added to the MindTap Outcome Library.



MindTap for Koch, *Science Stories*, 6e, helps instructors easily set their course since it integrates into the existing Learning Management System and saves instructors time by allowing them to fully customize any aspect of the

learning path. Instructors can change the order of the student learning activities, hide activities they don't want for the course, and—most importantly—create custom assessments and add any standards, outcomes, or content they do want (e.g., YouTube videos, Google docs). Learn more at www.cengage.com/mindtap.

Online Instructor's Manual

An online Instructor's Manual accompanies this book. It contains information to assist the instructor in designing the course, including sample syllabi, discussion questions, teaching and learning activities, field experiences, learning objectives, and additional online resources. For assessment support, the updated test bank includes short-answer and essay questions for each chapter.

PowerPoint Lecture Slides

These vibrant Microsoft PowerPoint lecture slides for each chapter assist you with your lecture by providing concept coverage using images, figures, and tables directly from the textbook.

Cognero

Cengage Learning Testing Powered by Cognero is a flexible online system that allows you to author, edit, and manage test-bank content from multiple Cengage Learning solutions; create multiple test versions in an instant; and deliver tests from your LMS, your classroom, or wherever you want.

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