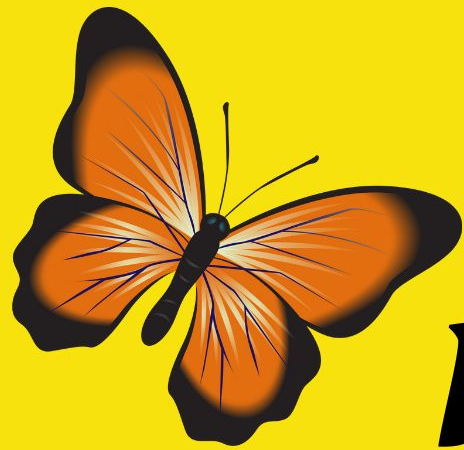
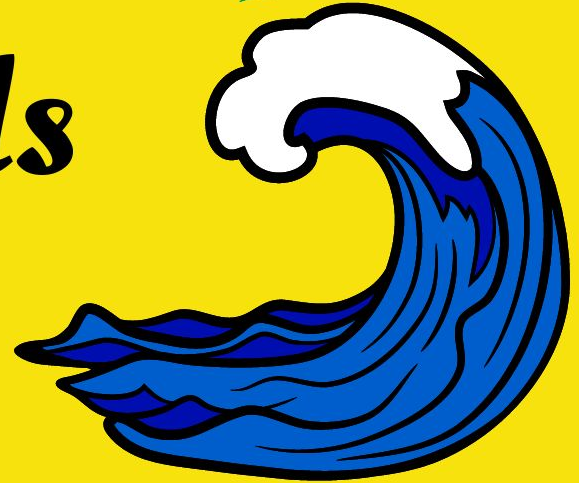


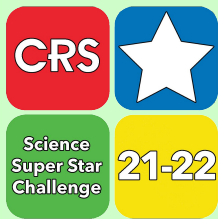


November Phenomena



Around Us





Welcome to Champions of Discovery *2021-22!*



Now that you've downloaded your own copy of the November slide deck, change the google slide deck name (upper left corner of your screen) to **Your Name, School, November**

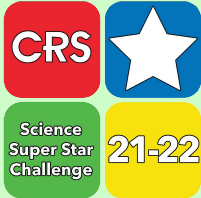
Contents

Slide 3: November Challenge - Teacher instructions

Slide 4: Optional November Challenge Teacher Resources

Slides 5-9 November Challenge - Student Task/Prompts, by grade level (with examples)

Slide 13: For reference, Champions of Discovery Challenge Overview (general information for teachers)



November Challenge -Teacher Instructions



Science inquiry begins with a phenomenon -- we observe something, wonder and want to learn more! What phenomenon will you explore with your students this month? How will they share their observations & ideas about the phenomenon BEFORE you begin to investigate?

Step 1: Introduce a phenomenon to begin a science lesson or unit. This phenomenon can be from your curriculum or you may select a phenomenon to explore from the November Challenge Resource Slide Deck (**See slide 4**)

Step 2: Select (or adapt) the appropriate November Student Task Prompt, and have your students share their Observations and Wonderings about the focus phenomenon. (See examples)

YOU choose the assignment format and response collection format that work best for you. Some options include:

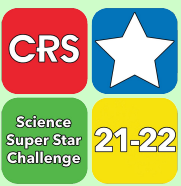
- *Make copies of the appropriate slide(s) and assign through your google classroom
- *Have students write & draw in their science notebooks; submit scans or photos of sample pages
- *As a whole class, make an "OWL" chart (tracking what we Observe, Wonder, and Learned) to keep track of ideas and refine thinking after doing an investigation or experiment.

Step 3: Submit Your Class Entries to ScienceStars@crscience.org at the end of the month.

***Share** the google slides or jamboard, or **email** photos or samples of student work

Please share with us 10 representative student work examples for each monthly submission -- you do not need to send full class sets, just representative examples.

We May Publicly Share Images of Student Work, so please only share photos or student work that CRS may share out.



November Challenge: Teacher Resources

Finding Phenomena



If you are using FOSS, you can find resources online (FOSSweb or ThinkLink) for the anchor phenomenon for every unit.

If you are using Mystery Science, each unit begins with a Mystery question -- a phenomenon that will serve as the basis for each lesson.

<https://mysteryscience.com/>

You can select a phenomenon from this [CRS Phenomena slide deck](#). What would your students like to learn about?

Great NGSS Phenomena videos & other resources online

<https://www.ngssphenomena.com/>

San Diego Office of Education Phenomenon Database

<https://ngss.sdcoe.net/Phenomena-and-the-NGSS/-ProjectPhenomena-Database>



November Challenge: Phenomena Around Us

STUDENT TASK, TK-2



A phenomenon is something we can observe with our eyes. What phenomena are you learning?
(Teachers: select or modify one of the following prompts)

We are learning about _____.

I notice _____

I wonder about _(why/if/how) _____.

It reminds me of _____.

You can draw, or make a list, or use words to describe



Desafío de noviembre: Fenómenos en los alrededores

Tarea para estudiantes, años académicos TK-2



Un fenómeno es algo que podemos observar con los ojos.

¿Cuales son los fenómenos que están aprendiendo?

(Teachers: select or modify one of the following prompts):

Uds. pueden dibujar, hacer una lista, o usar palabras para describir los fenómenos.

Estamos aprendiendo de _____.

Observo _____

Quiero saber _____(por qué/si/cómo) _____.

Me recuerda a _____.



Science
Super Star
Challenge

21-22

November Challenge: Phenomena Around Us

STUDENT TASK, TK-2 EXAMPLE



(Teachers: select or modify one of the following prompts):

TK-Gr 2 Prompt: ***You can draw, or make a list, or use words to describe the phenomena***

Examples:

We are learning about rainbows.

I notice that I sometimes see rainbows in the sky after it rains.

I wonder about where do the colors come from? And why I do not see rainbows on super cloudy days when the sky is all gray.

It (rainbows) remind me of colors I see in bubbles sometimes when I wash my hands.



Desafío de noviembre: Fenómenos en los alrededores

Tarea para estudiantes, año académico TK-2



Un fenómeno es algo que podemos observar con los ojos.

¿Cuales son los fenómenos que están aprendiendo?

(Teachers: select or modify one of the following prompts):

TK-Gr 2 Prompt: ***Uds. pueden dibujar, hacer una lista, o usar palabras para describir los fenómenos.***

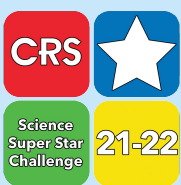
Ejemplos:

Estamos aprendiendo de los arcoiris.

Observo que a veces veo los arcoiris en el cielo después de llover.

Quiero saber de dónde vienen todos los colores? Y por qué no veo los arcoiris cuando hay tantas nubes y el cielo está el color de gris.

Me recuerdan a los colores que veo en las burbujas cuando lavo mis manos.



November Challenge: Phenomena Around Us

STUDENT TASK, Grades 3-5



A phenomenon is a fact or event we can observe.

What are some of the science phenomena you're learning about?

STUDENT Prompt, Gr 3-5:

*You can draw, or make a list, or use words to describe the activity or place you find science.
Then, add one question for each one.*

Prompts Options:

We are learning about _____.

I observe or notice _____.

I wonder about __ (why/if/how) _____.

Right now, I think _____ might be because _____.

To learn more, we will _____ (experiment or investigation).



Desafío de noviembre: Fenómenos en los alrededores

Tarea para estudiantes, años académicos 3-5



Uds. pueden dibujar, hacer una lista, o usar palabras para describir los lugares o las actividades en que encuentran ciencia. Después, añadan una frase por cada ejemplo.

Ejemplos 3-5:

Estamos aprendiendo de_____.

Observo _____

Quiero saber _____(por qué/si/cómo) _____.

Me recuerda a _____.



November Challenge: Phenomena Around Us

STUDENT TASK, Grades 3-5 EXAMPLE



You can draw, or make a list, or use words to describe the activity or place you find science.

Then, add one question for each one.

Student Prompts 3-5:

We are learning about how rivers flow after a storm.

I observe or notice rivers often flow in curves rather than straight lines, and when it rains a lot rivers can spill over and flood the streets. The water in a flood seems stuck, not flowing like the river.

I wonder about (why/if/how) the speed (flow) of the water in the river makes curves?

Right now, I think rivers curve because the land is not flat and the water goes downhill.

To learn more, we will make a model riverbank and pour different amounts of water down to see how the water moves on the land. (experiment or investigation).



Desafío de noviembre: Fenómenos en los alrededores

Tarea para estudiantes, años académicos 3-5



Uds. pueden dibujar, hacer una lista, o usar palabras para describir los lugares o las actividades en que encuentran ciencia. Después, añadan una frase por cada ejemplo.

Ejemplos 3-5:

Estamos aprendiendo como los ríos derraman después de una tormenta.

Observo que los ríos derraman muchas veces en curvas en vez de rectas y cuando llueve los ríos se desbordan y inundan las calles. El agua de una inundación parece atascado , no fluye como el río.

Quiero saber _____(por qué/si/cómo) la velocidad del agua de los ríos forma curvas__.

Ahora, pienso que los ríos tiene curvas porque la tierra no está plana y el agua fluye en pendiente.

Para aprender más, vamos hacer un modelo de una ribera y verter cantidades diferentes de agua en la ribera para ver como el agua fluye en la tierra.



Champions of Discovery 2021-22

Excellence in Elementary Science Teaching & Learning

Purpose: Encourage authentic scientific explorations & meaning making, engagement with STEM role models, and discovery of the science all-around-us, building student scientific literacy for bright futures

Who: Elementary students and teachers (general classroom and specialists) who are CRS members

How: Complete (up to) Six Challenges!

Upcoming Science Super Star challenges: December, January, February, & March. Challenges from October and November are [still available on our website](#).

*Teachers engage students in monthly challenge learning activity & collect student responses to each monthly challenge; submit at least 10 student examples **each month**. **Prizes & recognition are for the whole class; teachers can submit representative samples of student work each month.*

Deadline for completing Challenges: March 15, 2022

*****turn in each month as you go!!***

Classes Earn Recognition & Prizes!



Bronze - 4 of 6 challenges completed Class earns public recognition, stickers, certificates of achievement



Sliver - 5 of 6 challenges completed Class earns public recognition, prizes, certificates of achievement



Gold - All 6 challenges completed

Class earns special science experience - Scientist Ambassador visit, field trip, or special event
Plus prizes, recognition and certificates