

LAND 5 to 10 minutes

Students compare module artifacts to reflect on how Science and Engineering Practices have helped them build knowledge.

4. Reflect on Science and Engineering Practices.

Restate a few responses from the Socratic Seminar that show evidence of students' learning. Ask students to reflect on how their knowledge has grown since the beginning of the module. 📄

💬 **You have learned a lot about weather and the ways the cliff dwellings at Mesa Verde protected people from the weather. What did you do to build your knowledge?**

Model how to find a student work product (e.g., a page from a Science Logbook or a class chart) that shows evidence of how students built their knowledge during the module. Point out the difference between the knowledge students built and what students did to build that knowledge. Then instruct students to find another work product in their Science Logbook or elsewhere in the classroom that shows evidence of how they built knowledge. Have students discuss the following questions with a partner who chose a different work product. 🌞

💬 **What did you do in this work?**

💬 **What is the same about what you did? What is different?**

Listen for responses that include the following, noting that responses may vary widely depending on students' selected work:

- Evidence of student learning and the process of acquiring that knowledge (e.g., *We used information about the people at Mesa Verde to make a model of a cliff dwelling at Mesa Verde for the anchor model.*)
- Similarities and differences between how students acquired that knowledge. (e.g., *For this work, we learned to use a thermometer to measure temperature, and then we used a thermometer to measure temperatures in the sunlight and in the shade.*)

📄 Teacher Note

Display the Driving Question board, anchor chart, and anchor model to help students reflect on how their knowledge has grown.

🌞 Differentiation

To provide additional support, assign student pairs specific work products that demonstrate clear evidence of similarities in the learning process, such as products in which students applied the same Science and Engineering Practice. For example, consider pairing these work products:

- Anchor model and Lesson 7 Activity Guide
- Lesson 3 Activity Guide B and Lesson 4 Activity Guide