

Linking Elementary Science and Literacy: A Consortium Learning Opportunity

Literacy lays the foundation for science learning. Students must be able to share, discuss, and debate their thoughts and ideas; write about their observations and findings; and read science texts and journals. Inquiry science provides an authentic and engaging context in which students can practice and improve upon literacy skills. This reciprocal relationship makes linking science and literacy in the elementary classroom essential.

This four-day consortium will provide teams of educators with an opportunity to explore ways to make meaningful connections between science and literacy in the elementary classroom in order to enhance student learning. The consortium will begin with an introduction to inquiry, highlighting key concepts and connections to balanced literacy. Teams will then discuss the roles that talk and writing play in science inquiry. With the goal of building students' capacity to engage in quality science talk, participants will examine how to provide students with opportunities for discussion and will learn a variety of strategies for facilitating these discussions. Writing in science is a reflective process that helps students to clarify their thinking. Teams will focus on the purpose and structure of two types of science writing: science notebooks and science reports.

An online discussion board will provide participants with a community of learners forum for networking, sharing ideas, and supporting each other in linking science and literacy.

Participants in this professional development activity will:

- develop a shared meaning of inquiry and investigate the connections between inquiry and balanced literacy;
- explore a variety of instructional strategies that address the development of literacy skills that support student scientific reasoning and thinking;
- identify school/district needs and develop an action plan outlining goals and objectives to promote connections between science and literacy so as to improve student outcomes;
- share experiences with and learn from other schools and districts in the consortium;
- actively contribute to intersession online study and discussion groups.

Dates Time, Location:

Four Tuesdays:
November 27, 2007
January 8, 2008
February 5, 2008
April 29, 2008

9:00 a.m. to 3:30 p.m.
Hilton Garden Inn, Glastonbury

Snow Date:

February 26, 2008

Presenter:

Jeffrey Winokur
Senior Training and
Technical Assistance Associate
Education Development Center
Newton, MA

Audience: Grades K-5

Thirty-two (32) participants in teams of four to eight members, consisting of general and special education teachers and administrators and district/building curriculum administrators

CEUs: 2.2

Includes:
Full Attendance (All 4 Sessions)
Post-Activity Application of Learning

Registration Fee:

\$1,000.00 per team
Payable to Rensselaer at Hartford
Payment is due prior to the session upon confirmation of participation.

Questions/ Special Needs:

Contact: Carol Hotz
Senior Project Assistant
(860) 632-1485, ext. 232

Register By:

November 13, 2007



www.ctserc.org



Science Literacy Initiative

Please return team application on next page, along with purchase order information, to: SERC, Science Literacy Initiative, 25 Industrial Park Road, Middletown, CT 06457-1520. Teams will be selected on a first come, first served basis with regional consideration. Applicants will receive written confirmation regarding participation shortly after the registration closing date.

(See application on next page.)

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Please attach to the application a brief response to the following questions:

1. How does the school/district intend to utilize this professional development? What are anticipated outcomes of participation in the Consortium?
2. How does this activity specifically connect, relate to, or support improvement strategies identified by the school/district?
3. Describe the school's/district's elementary science curriculum, including materials and resources utilized by teachers and any professional development that has been provided around inquiry-based science.
4. Describe the school's/district's elementary literacy curriculum.

District _____

School _____

Contact Person _____ Phone (_____) _____

Email _____ Fax (_____) _____

Purchase Order Number (required): _____

Note: *Payment is due prior to the session upon confirmation of participation.*

Teams should include: Science Curriculum Coordinator/Administrator, Principal, General Education Teacher, Special Education Teacher, and up to four additional team members. All team members are required to attend all four days of the professional development. (Please Print Clearly.)

1. Science Curriculum Coordinator/Administrator _____

Home Address _____ City _____ Zip Code _____

Email (Please Print.) _____ Home Phone (_____) _____

2. Principal _____

Home Address _____ City _____ Zip Code _____

Email (Please Print.) _____ Home Phone (_____) _____

3. General Education Teacher _____

Home Address _____ City _____ Zip Code _____

Email (Please Print.) _____ Home Phone (_____) _____

4. Special Education Teacher _____

Home Address _____ City _____ Zip Code _____

Email (Please Print.) _____ Home Phone (_____) _____

5. Team Member _____ Position/Role _____

Home Address _____ City _____ Zip Code _____

Email (Please Print.) _____ Home Phone (_____) _____

6. Team Member _____ Position/Role _____

Home Address _____ City _____ Zip Code _____

Email (Please Print.) _____ Home Phone (_____) _____

7. Team Member _____ Position/Role _____

Home Address _____ City _____ Zip Code _____

Email (Please Print.) _____ Home Phone (_____) _____

8. Team Member _____ Position/Role _____

Home Address _____ City _____ Zip Code _____

Email (Please Print.) _____ Home Phone (_____) _____

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