Xenopus! Spiraling Scientific Journal Articles with High School Science English Language Learners

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Objectives of Proposed Scholarly Works

1. To describe the value of using primary sources to improve science literacy in classrooms that are both linguistically and culturally diverse.

2. To present a sample lesson plan that details how to (a) link theory related to Ells and science, to the practice of teaching science to Ells in secondary science classrooms.

3. To share experiential insights into capitalizing on both social and cultural aspects of student-to-student interactions.


Summary of Project

The idea of writing this journal article emerged through discussions that Professor Bayne and her Lehman College science education student, Cristie Peralta, had related to personal and professional experiences related to teaching and learning science, to English language learners. It is specifically being written for teachers who teach science to Ells, and is meant to serve as a resource to assisting students in strengthening their English reading, writing and speaking skills, while synchronously learning science content.

Information

• Frogs are approximately the same age (two years old).

• They were found only during one season.

• They dramatically disappeared.

• The frogs did not have any genetic variation.