

## What to Look for in *Squid: The Inside Story* (Grades 3–5)

The following information is provided for you, the classroom teacher, to support your understanding of [Next Generation Science Standards \(NGSS\)](#) and is not intended to be used as an evaluation of the workshop. Although multiple science and engineering practices, disciplinary core ideas, and crosscutting concepts may be represented below, you may wish to focus on particular ones based on your own interests.

### **Workshop summary:**

This workshop is driven by student-generated questions arising from careful observations of squid. To answer some of their questions, students are guided to explain what structures squid have that function to support their survival. The students use video footage and real squid to investigate different squid body structures and squid behaviors. The teacher maintains a class chart capturing student observations, questions, and the observational evidence they have found to support explanations about structures squid have that function to support their survival. Students share an evidence-based explanation with a partner about a body part they were interested in and how its structure can support squid survival.

### **NGSS-style performance expectation:**

Students will use evidence based on their observations to construct explanations about how squid's internal and external structures function to support their survival.

### **NGSS connections:**

We're proud to offer hands-on, phenomena-based science workshops that align with all three strands of the **Next Generation Science Standards (NGSS)**. What are the 3 strands?

- **Science and Engineering Practices:** how scientists do their work
- **Disciplinary Core Ideas:** what scientists have figured out (traditionally called content)
- **Crosscutting Concepts:** how scientists think and make connections

### Science and Engineering Practices

- **Asking Questions**
  - Ask questions that can be investigated based on patterns such as cause-and-effect relationships.

Observations:

How is this practice supported by the instructor?

Observations of students:

- **Constructing Explanations**
  - Use evidence (e.g., observations, patterns) to support an explanation.

Observations:

How is this practice supported by the instructor?

Observations of students:

**Disciplinary Core Ideas**

● **4.LS1.A: Structure and Function**

- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.

Observations:

How are these ideas introduced? Developed?

**Crosscutting Concepts**

● **Structure and Function**

- The shape and stability of structures of natural or designed objects is related to their functions.

Observations:

How does the instructor support students in using structure and function to make connections?

Observations of students:

How did the instructor help students make connections between what they did and what a scientist does?

Observations:

Other observations: