



Science in the News – Teacher Guidance

Science in the news activities are designed...

- To expose pupils to popular science topics and science in the world around them, building their 'science capital'.
- To help pupils to draw links between science in the classroom and in the wider world.
- To encourage pupils to appreciate the importance of science in modern society and its relevance to their lives.
- To give pupils opportunities to read and comprehend bodies of text in a scientific context.
- To develop pupils' Tier 2 vocabulary
- To develop pupils' ability to communicate scientific information in writing.
- To give pupils opportunities to discuss current scientific topics and develop opinions on scientific matters.

Differentiate!

The news articles included as part of science in the news activities will not be suitable for all pupils as presented and are generally challenging. This is by design. Teachers are encouraged to edit the text and perhaps even remove paragraphs as appropriate for their pupils. It may be appropriate to do this differently for different pupils in the same class. In order to build resilience, it's important that pupils encounter at least some unfamiliar words and have support in overcoming these gaps to gain a good understanding of the text as a whole and build their confidence.

Options for running this activity include...

- Reading to the class aloud, discussing each paragraph as you go to ensure all pupils are following and understand. The questions can be completed by pupils as a written exercise in small groups, discussed aloud as part of whole class dialogue, or taken home for independent work.
- Split up the text into paragraphs and assign each to a different group. More able groups can be assigned the most difficult paragraphs to differentiate your instruction. Give each group some time to read and discuss their paragraph and then have each feed back a summary of their section to the class.
- Ask pupils to read silently (and independently) at first and have them highlight any words they do not understand. Have pupils work in groups to see if they can make sense of these parts before returning to whole class teacher led discussion of the article.
- Use this opportunity to discuss implications of this news on pupils' lives. Will it affect them? How about in the future? Is this newsworthy? Why are scientists interested in this topic? What are their opinions on it? Are there ethical considerations? How does it link to topics they have learned in the classroom? Challenge pupils to articulate their opinions!

