

# Facilitator Response Framework

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**We need to respond to the student work in a way that we pull the science and poetry concepts out of the make and include them in our responses.**

## **Noticing the science:**

I notice...

You did \_\_\_\_\_ like a scientist. I know this because you \_\_\_\_\_.

I see the science of \_\_\_\_\_ here.

I think it's interesting that you said \_\_\_\_\_. Do you have any ideas why that happened?

I like how you connected...

Have you thought about which systems...

I like how you've thought about the system of \_\_\_\_\_.

What else do you want to know?

Wow! That's an interesting observation, and I'm curious because I've never seen or heard of a \_\_\_\_\_ (do or look like or be as big as, etc.) \_\_\_\_\_. They are typically more like \_\_\_\_\_.

Here's a good resource to learn more about...

Tell me more about your practices of (observation, documentation, experimentation, etc.)...

## **Noticing the poetry:**

I noticed you used \_\_\_\_\_ like a poet. I really like \_\_\_\_\_ (these words or phrases or lines) because...

I see how you are using poetic (language, concepts, or practices) in these lines and wonder if...

Your use of \_\_\_\_\_ in the poem was really powerful. It made me think of or remember...

Your word choice in this line \_\_\_\_\_ was really accurate and precise. As a reader, that's important to me because...

Here's a good resource to learn more about...

Here's an example of a poem similar to yours that uses, discusses, demonstrates, etc....

## **Noticing dis/connections between science & poetry:**

Both scientists and poets appreciate or use \_\_\_\_\_. I like or am wondering about how you used \_\_\_\_\_ to create this piece. Tell me more.

How might a scientist look at \_\_\_\_\_ differently than a poet? What would the scientist focus more on here? How about the poet?

## **Appreciating creativity:**

I like how you described \_\_\_\_\_ by doing/saying \_\_\_\_\_.

I like how you used (sensory details-sound, sight, touch, smell, taste) to describe \_\_\_\_\_.

You did a great job describing your feelings/actions/observations. I noticed \_\_\_\_\_.

I like that you chose to represent your findings using a (voicethread, poem, graph drawing, etc). Tell me more about how you composed that...

That's such an interesting connection you made between...

**Appreciating the content:**

I like how you \_\_\_\_\_.

You did a great job of \_\_\_\_\_.

I like your \_\_\_\_\_ because \_\_\_\_\_.

**Encouraging deeper thought or extension:**

Have you thought/or considered about \_\_\_\_\_?

Did you know that \_\_\_\_\_?

What else do you want to know now?

I wonder \_\_\_\_\_?

What did you have to learn about to (draw, write, compose, perform) this piece?

Use the following charts from each make cycle to help you fill in specific concepts, practices, and values as you respond.

Make Cycle One: Citizen Science Goals and Objectives

	Poetry	Overlap	Science
Concepts	sensory details double voice poem - embodiment personification interpretation	perspective shifts <b>perspective</b> (inside looking out vs outside looking in) interpretation metaphor	Things we don't always see; nocturnal life/biology Biodiversity is all around us small things can have big impact
Practices	using 5 senses translating what you see into words to evoke imagery  embodiment (bodies enacted and empowered?)	<b>observe</b> <b>document</b> keep a notebook video photo draw research <b>interpret</b> identify position/situate (self, object, others...) communicate reflect	observation  documentation  reporting
Values	compare contrast exploring self	Agency/voice - politics, whose perspectives are privileged? scale Value of/interest in not knowing What are facts/is truth? How do you know? Who/how determine?	accuracy unbiased observations

Make Cycle 2: Natural Science

	Poetry	Overlap	Science
Concepts	<p>personification/ considering multiple perspectives imagery Audience Awareness</p>	<p>As insects/poets, identifying where we fit in our environments and identifying what our essential needs are in respect to our resources</p>	<p>Classification of bugs as insects or spiders Masters of mimicry Anatomy of specific insect or spider Bugs make up 90% of the world and they are all around you Basic survival requirements: food, shelter, space Importance of bugs Living versus non-living Poisonous versus venomous Myths versus truths</p>
Practices	<p>Inside/Outside perspective or identification Movies: Bugs Life, Ants, The Bee Movie</p>	<p>...to describe the bug experience using the 5 senses Bug's personality: jobs or roles (lazy, pollinate, eat other things that we need them to consume)</p>	<p>Observation and documentation Use found objects to build your bug Museum provide videos of scientists and links to videos and Video of Scientists at museum Museum can send samples to classrooms/schools</p>
Stance/Ethos/Values	<p>Self-expression and voice allow freedom so that environment shapes what your bug looks like</p>	<p>Exploration and accuracy</p>	<p>Using found objects Value of bugs in our world</p>