The Effects of Increased Science Instructional Class Time on a Second Grade Classroom
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Background: I believe science is closely aligned with mathematics. Current trends indicate less time is being devoted to science education (Blank, 2013). Science instruction involving concepts that are common to both science and math could affect student interest and understanding in both subjects. Skills such as collecting and analyzing data, using graphs and equations, as well as interpretation and reasoning, could prepare students for the future. The action research project involved adding additional science instructional time into the weekly curriculum of a second grade class.

Research Questions:

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Data Source 1</th>
<th>Data Source 2</th>
<th>Data Source 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td>Formative Assessments (student projects, probes and worksheets)</td>
<td>Teacher Journal</td>
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<tr>
<td>Secondary</td>
<td></td>
<td>Pre-Post Assessments</td>
<td>Teacher Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science Survey</td>
<td>Teacher Journal</td>
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<td>Math Survey</td>
<td>Teacher Journal</td>
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</tbody>
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Methodology

Primary:
- How will an increase in science instructional time improve students’ understanding of math content?

Secondary:
- How will an increase in science instructional time affect students understanding of science content?
- How will an increase in science instructional time affect student interest, motivation and confidence in science?
- How will an increase in science instructional time affect student interest, motivation and confidence in math?

Treatment

- Class 2A and Class 2B typically receive 45 minutes of weekly science instruction.
- Scantron, a computer-based standardized test, was administered in September, January and May to assess math knowledge.
- Surveys were used to analyze interest, motivation and confidence in math and science
- Treatment was carried out over a period of 12 weeks.
- After the January testing, Class 2B received 100% increase in science instructional time per week.
- Extra time allowed for supplemental lessons to be taught that were mathematically enriched.
- Assessments, projects and interviews were conducted during the treatment.

Results

While post-assessment testing results appeared to support a correlation between increased science instructional time and math scores, statistical analysis was inconclusive. However, survey results did indicate that Class 2B was able to make a clearer association between the subjects of math and science as a result of the treatment. Additionally, student interviews indicated a strong preference for additional science instructional time.

References