Participants' Guiding Questions for 1st Meeting

Meeting Focus: Attributes of classrooms that support the learning of science and scientific thinking

1. Reflecting on Practice

Guiding Questions	Notes
1. How is what you read on pages 1–6 and 149 in *Writing in Science* similar to and different from what you and your students do during science and science-writing sessions in your classroom? 2. What do you think a classroom looks like that supports the learning of science and scientific thinking? As you make a list, consider: ☐ Teacher behavior ☐ Student behavior ☐ Physical environment in classroom	

2. Viewing and Discussing the Soils Video Episode

Guiding Questions	Notes
1. How does the teacher use modeling and scaffolding in the science session and in the writing session?	
2. What modeling and scaffolding do you think helped the students learn the behaviors they demonstrate during the sessions (e.g., talking with each other about their observations and thinking, making and using data tables, talking and writing about evidence)?	
3. How does the physical setup of the classroom contribute to the students' learning of science and science writing?	
4. What revisions, if any, would you make to the group's list of attributes that you think support students' learning of science and scientific thinking?	

3. Critiquing Notebook Entries

Guiding Questions	Notes
1. What *strengths* do you see in each entry in terms of: ❑ science content understanding? ❑ scientific thinking? ❑ scientific skills? *Note:* Notebook entries are rough drafts. Do *not* discuss conventions (e.g., grammar, punctuation, spelling), sentence fluency, voice, or handwriting (unless another scientist could not read the entry).	

4. Considering Next Steps

Guiding Question	Notes
1. What one or two things could you do with your students in the next few weeks to help them learn to use *because* and *I think this because* in their talking and their science notebook entries? *Note:* This will foster the development of a fundamental scientific thinking skill: providing evidence and/or reasoning for their claims or statements in science. Some strategies to consider: ❑ Explicitly model using *because* and *I think this because* in your own talking and writing. ❑ Expect students to use *because* and *I think this because* during whole-class and small-group discussions, and in their writing. ❑ Develop and use a science word bank and include *because* and *I think this because*.	

5. Preparing for the Next Meeting

1. In the weeks before the next meeting:
   - ❑ *Reread the following pages in* Writing in Science*: 81–84 (*because*), 28–34 (word banks), 34–43 (graphic organizers), 78–80 (Useful Words and Phrases in Scientific Writing).*
   - ❑ *Begin modeling the use of* because *and* I think this because *during discussions and when modeling writing notebook entries.*
   - ❑ *As you plan instruction for each science session and writing session, make an entry in your own science notebook in the way you will expect students to make the entry. This will help you anticipate issues your students might have in writing the entry, and you can adjust your plan accordingly.*
   - ❑ *Be sure to incorporate* because *and* I think this because *as needed in your science and writing instruction.*
2. Confirm the date and time of the next meeting: _____.
3. Remember to bring the following to the next meeting:
   - ❑ *A clear bottle or clear glass of water (You will be writing a scientific observation of this object.)*
   - ❑ Writing in Science
   - ❑ Writing in Science in Action
   - ❑ *Teacher's guide for your science unit, or whatever instructional materials you use with your current science unit*
   - ❑ *Your own science notebook*