

Participants' Guiding Questions for 3rd Meeting

Meeting Focus: Scientific observations and illustrations; scientific comparisons

1. Reflecting on Practice

Guiding Questions	Notes
- How did using the Observations organizer and writing your own scientific observation(s) help you plan your instruction? - How did using the Observations organizer and other scaffolding and modeling help your students work, think, and communicate like scientists? Give examples. - Have you stood by each student's chair to see that everyone can see the word bank and other visual scaffolding? - In addition to the displayed scaffolding, what other support would help your students? Consider: ☐ Providing small word cards at each table group so students easily can use the words needed for that lesson in their notebook entry. ☐ Typing a list of the appropriate words for a lesson and placing it in a plastic stand (available at office supply stores) at each table group. ☐ Providing a copy of the Observations organizer to students who can read it.	

2. Critiquing Notebook Entries

Guiding Questions	Notes
1. In Figure 4–16, where is the student making scientific observations and where is she making inferences or doing creative writing? 2. In the other notebook entries, does the student distinguish (if applicable) between: ☐ what is <i>observable</i> (e.g., "I have observed that the plant has brown, shriveled leaves.") ☐ and what is <i>inferred</i> (e.g., "I think this means the plant is dead.")? 3. How does reading and discussing the different entries help you think about teaching your students how to write scientific observations and make scientific illustrations and diagrams?	

3. Writing a Scientific Comparison

Comparison

4. Viewing and Discussing the Ecosystems Video Episode

Guiding Questions	Notes
1. How does the class chart like the one the teacher creates with her students help support students' learning of complex concepts? 2. How does using the box and T-chart strategy help students organize their thinking and develop their conceptual understanding of ecosystems and models? 3. How would your students' ability to make scientific observations affect the quality of their scientific comparisons? 4. Looking back at the comparison you wrote, how do you think using the box and T-chart strategy and the Compare and Contrast writing frame would help students make and write a strong comparison of the two tools?	

5. Critiquing a Notebook Entry from the Ecosystems Video Episode

Guiding Question	Notes
1. How do you think using the box and T-chart strategy and the writing frame helped Annie organize her thinking and express her understanding?	

6. Considering Next Steps

Guiding Question	Notes
1. In which science lesson(s) in the next few weeks will making and writing a comparison help deepen your students' understanding of science content and develop their scientific thinking?	

7. Preparing for the Next Meeting

1. In the weeks before the next meeting:
 - ☐ Read pages 67–78 in Writing in Science.
 - ☐ Begin modeling how to make scientific comparisons using the box and T-chart strategy and Compare and Contrast writing frame.
 - ☐ Continue making entries in your own science notebook as you plan instruction and during investigations, if needed.
2. Confirm the date and time of the next meeting: _____.
3. Remember to bring the following to the next meeting:
 - ☐ 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