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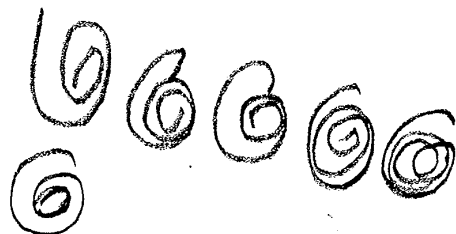
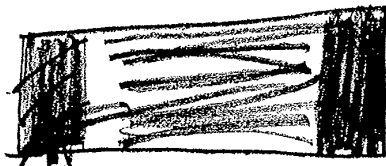
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2-2-10

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~~Paperclip~~

Paperclips



11-9-09

LANDS NAILS

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Kindergarten, Sample A—*Wood and Paper Unit: Jakob*

- Students conduct an open exploration with different kinds of wood to see which wood is easy to sink and which wood is hard to sink. Then they conduct a fair test in which they put paper clips on top of cedar and particleboard to determine how many clips it takes to sink each piece. Cedar samples are harder to sink than particleboard in these investigations. After the shared reflection and writing session, the teacher provides this frame: “The _____ was the easiest to sink because it took _____.” In this frame, students begin with a qualitative or comparative statement, then support it with quantitative data (the number of clips it took to sink the wood).
- Jakob accurately copies the frame, although he chooses *plywood* (instead of *particleboard*) from the word bank to begin his entry, perhaps because he did not look at the word carefully or he does not know how to read it yet. He completes his sentence with *paper clips*, which indicates that he knows what needs to go there. He provides the actual data by drawing seven clips next to his drawing of the wood sample.

Kindergarten, Sample B—*Wood and Paper Unit: Abdirahman*

- Abdirahman is learning English. Note that he copies most of the frame, then chooses the word *cedar* (instead of *particleboard*) to put with the first part of the frame. So he seems to know that the first part of the entry is about the wood. He also seems to understand that after *because*, he needs to enter the data, which he does by drawing seven paper clips. Although Abdirahman has not yet mastered the reading and writing of the entry, he does seem to understand the meaning of the sentence as a whole and how it relates to what he has been doing with the concrete materials.

Kindergarten, Sample C—*Wood and Paper Unit: Nyla*

- Nyla does not completely understand the writing frame yet, but she provides the correct wood and number of clips, both in a numeral and in her drawing.

Kindergarten, Sample D—*Animals Two by Two Unit: Hans*

- Students have been investigating land snails. As they discuss the different parts they have observed, the teacher makes a class illustration, adding a label that identifies each part and its function in the “snail system.” After the writing session, he gives students this frame: “Land snails have _____ because _____.”
- Hans writes, “Land snails have shell because it helps them protect.”
- A more effective frame for older students would be: “The function of a land snail’s _____ is to [help it move/see/eat . . .].”