

10 - 15 - 08

What do you observe about woodland plants?

moss

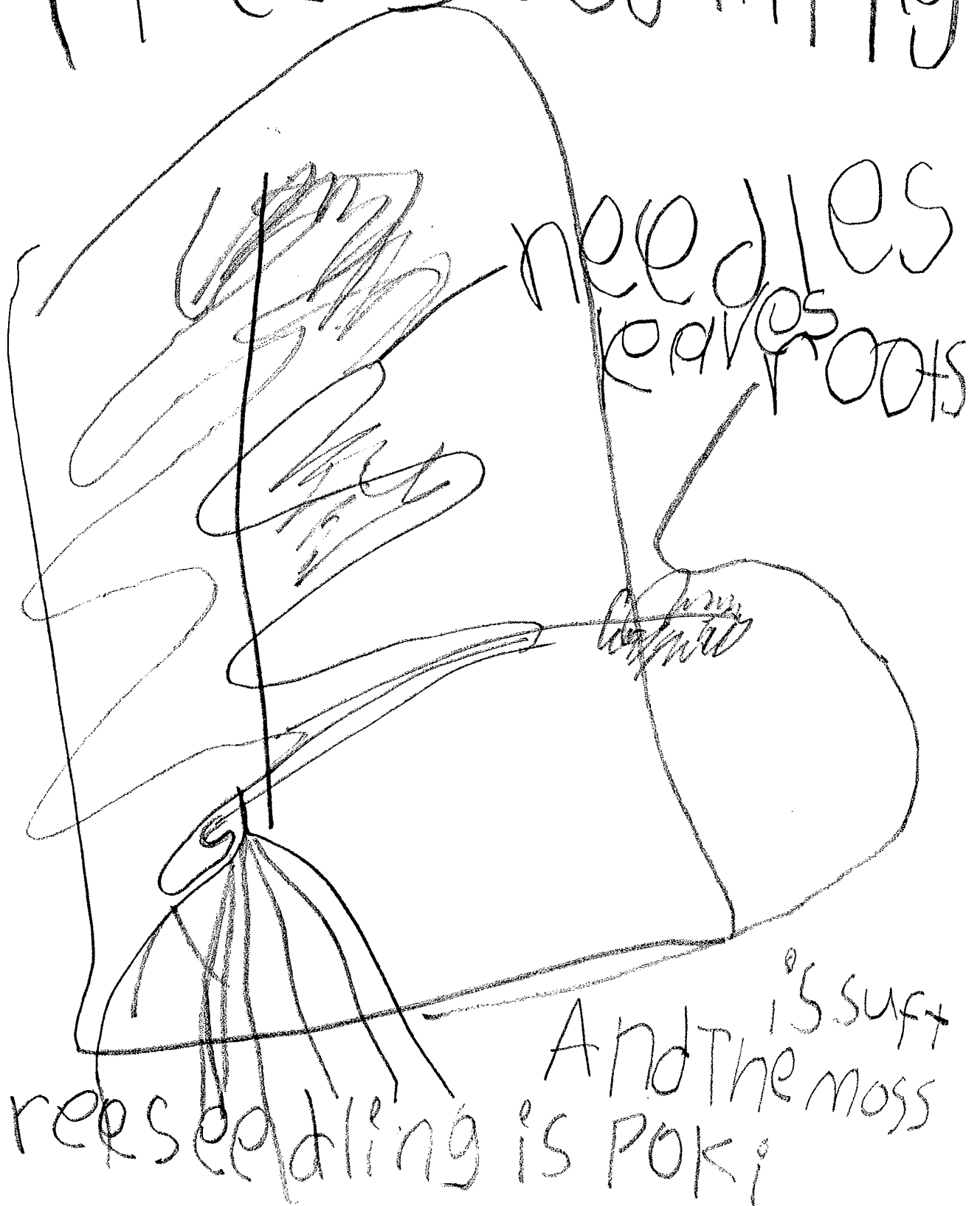
leaves



soil

The Tree seedling
And the moss are
the different beky/s Th

tree seedling



The ping pongball and the rubber ball is the same because they are bouncy.

The ppb and the rb are different because the ppb is small and the rb is big.

The balls are The
same The RB and
The PPB are
bounce ball are
round balls are
sound balls are
roll and balls are
sphere The
Ping Pong ball
bounce high The
Rubber ball
bounce Lower!

The PPB Ball is not
a good bouncer
and The RB ball is a
good bouncer and the PRB
ball can move and The RB
ball can move too. and The
RD ball is bigger one and
but The WRIT one is lit
and The PPB and The
RD is a good spinner but
The PPB ball is not a
good spinner and The
The RB ball and The PRB ball's
different too.

First Grade, Sample A—*Organisms Unit: Eva*

- The teacher has modeled how to set up these entries on facing pages: date, focus question, and scientific illustration of moss on the left-hand page and illustration of a tree seedling on the right-hand page. After students have observed and discussed both plants, the class makes a class box and T-chart as they discuss the similarities and differences of the two. Then students write a comparison.
- Eva has included some accurate details in her illustrations, which she has also labeled accurately. She writes a title for each drawing so that other scientists will know what she has been observing. In the moss illustration, she seems to have added some three-dimensional perspective. Even kindergartners can learn how to draw three-dimensional illustrations if the teacher models how to do it and then gives students opportunities to practice the skill. Students enjoy drawing this way and doing so helps them communicate more details about their observations.
- In her comparison, Eva focuses on texture: “The tree seedling and the moss are the difrrt [different] bekuls [because] the moss is suft [soft] and the tree seedling is poki [pokey].” This is an important difference, and she reports the corresponding property for each plant. Many students would write about the properties that stand out to them (for example, “The moss is soft and the tree seedling is long and skinny.”). Eva is learning her third language, English. The class box and T-chart and a writing frame help support her as she writes this entry independently.

First Grade, Sample B—*Balls and Ramps Unit: Henry*

- Students have been observing and discussing the properties of different balls. During their shared reflection discussions, they have made a class chart of the balls and their properties. Just before this writing session, they make a class box and T-chart to organize the similarities and differences between two balls. After a shared-writing minilesson, the teacher removes the shared writing and students write their entries independently. To simplify the writing, the teacher has them abbreviate the names of the two balls.
- Henry has written a clear and accurate comparison, following the Compare and Contrast writing frame. The next step for Henry is to add more similarities and differences to his writing.

First Grade, Sample C—*Balls and Ramps Unit: Joshua T.*

- Joshua includes five accurate similarities (including that both balls make *sound* when they bounce) and one difference. He uses “balls are” as his own frame, which indicates that he knows there is a structure to the language even though he is not using the teacher’s writing frame. He is, however, including words from the class box and T-chart. This student receives special education services in reading and writing, and does this writing independently.

First Grade, Sample D—*Balls and Ramps* Unit: Kylie

- Kylie includes one accurate similarity for the two balls: they both can move. She includes three accurate differences: “The ppB [Ping-Pong ball] is not a good bouncer and The Rb boll [rubber ball] is a good bouncer”; “The rad [red—i.e., rubber—ball] is bigrr [bigger] one and but The writ [white—i.e., Ping-Pong ball] one is litod [little]”; and “The ppB and The rd is a good sinr [spinner] but the ppB ball is not a good sinr.” She contrasts the properties by category (for example, bounciness, size, and ability to spin).
- Kylie wrote this entry using very little scaffolding. She would benefit from following a writing frame so that she learns how to organize her writing. Having a copy of the frame at her desk might make it easier for her to follow it (the frame was at the front of the room).