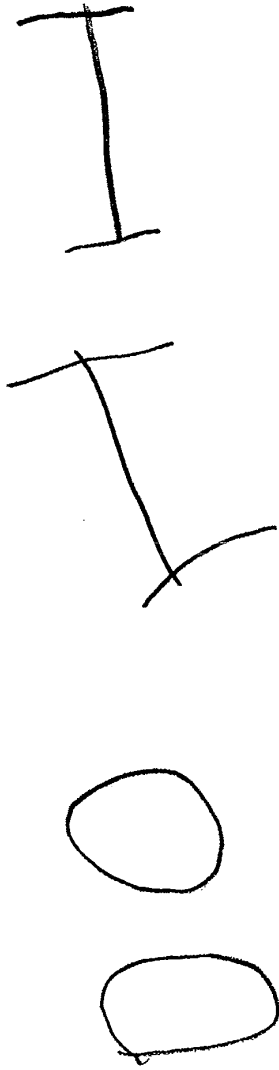
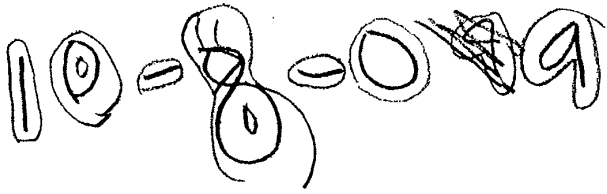


What do you notice about the properties of fabric while you make a collage?



easy to cut



What do you notice about the properties of fabric while you make a collage?

I noticed  
some  
fabric  
is  
C L P R Y

What do you notice about the body and behavior of the nightcrawler?

11-14-09



11-13-09

Observations

Sample D

Kindergarten

Millie

How do redworms move? How do they  
behave when their path is blocked?

I observed

the redworm  
did a little  
as it wriggled  
and wriggled  
and the segments  
wr sooth

### Kindergarten, Sample A—*Fabric Unit: Arshan*

- As students use different kinds of fabric to make a collage, they consider the properties of each fabric. Then the teacher leads a discussion about the properties, eventually leading into how easy or hard it is to cut each fabric and whether glue soaks in. This enables students to continue engaging in scientific thinking and constructing their understanding of science concepts while also doing what otherwise would be an art activity.
- Arshan cannot write his name yet, but he copies the sentence starter “I noticed,” then makes an illustration of his fabric.
- After he tells his teacher that his fabric was “easy to cut,” she writes his observation in yellow highlighter (which does not show here) on his entry, then he traces his words. This helps him develop fine motor skills and his ability to read and write words he can use orally. When he finishes, he reads his entry with his teacher.

### Kindergarten, Sample B—*Fabric Unit: Carly*

- During the same science session, Carly underlines two important words in the focus question, which the teacher has students do as they discuss the question at the beginning of the session.
- During the writing session, Carly begins her entry by copying the sentence starter, “I noticed,” that the teacher has written. Using the word bank, Carly adds “som [some] fabric is.” Then using inventive or transitional spelling, she completes her statement with a property she has noticed about her fabric: “clpry [slippery].”

### Kindergarten, Sample C—*Animals Two by Two Unit: Ian*

- In this unit, students observe different organisms. Following his teacher’s modeling, Ian circles two important words in the focus question as the class talks about the question at the beginning of the science session. After the students have observed their nightcrawlers, the teacher leads a shared reflection discussion while she models how to make a scientific illustration of a nightcrawler. She adds a label for each part as the class discusses what they have observed about it.
- Ian adds the labels to his illustration as the teacher introduces them: the title, *nightcrawler*; then the parts—*tail*, *bristles*, *segments*, *mouth*, *clitellum*.
- Note the details in his illustration and how accurately he has placed the lines for the labels, both of which indicate that he is developing strong scientific skills.

### Kindergarten, Sample D—*Animals Two by Two Unit: Millie*

- Using the sentence starter (“I observed”), the focus question, the word bank, words she knows, and inventive or transitional spelling, Millie writes a detailed observation: “I observed the redworm did a litol das [little dance] it wriggld and wiggld and the segments wr sooth [were smooth].”

- Most of the observation is scientific: “wriggld,” “wiggld,” and “the segments wr sooth.” The initial description is creative writing: “did a litol das.” You could say, “A scientist would wonder what you observed that made you think it was dancing. She might also wonder what you observed that is *wriggling* and what is *wiggling*.” Millie has strong language and writing skills and makes detailed observations, so she is ready to learn the difference between writing a scientific observation and a creative description.