

Participants' Guiding Questions for 4th Meeting

Meeting Focus: Scientific comparisons; specific modeling strategies; supporting claims with evidence

1. Reflecting on Practice

Guiding Questions	Notes
1. When using the box and T-chart strategy and the Compare and Contrast writing frame, in what ways, if any, did you differentiate your instruction for students in different places on the academic-skills continuum? 2. How do you think using this scaffolding helped your students organize and deepen their thinking about the science concepts? Give examples.	

2. Critiquing Notebook Entries

Guiding Questions	Notes
1. In these notebook entries, what evidence do you see of the students' observational skills and their scientific thinking? 2. What effect do you think these scientific skills and thinking have on the development of students' understanding of science concepts? 3. After discussing these comparisons, what would you like to do next with your instruction?	

3. Viewing and Discussing the Balls Video Episode

Guiding Questions	Notes
1. In what ways does the teacher model how to plan and conduct a fair test? What is effective about this modeling? 2. What kinds of scaffolding does the teacher provide in the science and writing sessions to help students learn how to plan fair tests and write claims supported with evidence? 3. Which of this teacher's strategies do you typically use in your inquiry-based science and science-writing instruction? 4. Which strategies do you think you could implement more often and/or more effectively than you do now?	

4. Making Claims Supported with Evidence

Guiding Questions	Notes
1. What <i>strengths</i> do you see in the entries in terms of making a claim or statement and supporting it with evidence? 2. What other strengths do you see in terms of: ☐ science content understanding? ☐ scientific thinking? ☐ scientific skills?	

5. Considering Next Steps

Guiding Questions	Notes
1. How could you do more modeling during the science session and the writing session to help develop your students' scientific and writing skills? 2. In upcoming lessons, where could you emphasize making claims and supporting them with evidence, or reasoning?	

6. Preparing for the Next Meeting

1. In the weeks before the next meeting:

☐ Read Chapter 5.

☐ *Emphasize and model the scientific practice of providing evidence and/or reasoning for statements or claims. Using because and I think this because can be part of this practice.*

☐ *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 in Action

☐ *Teacher's guide for your science unit, or whatever instructional materials you use with your current science unit*

☐ *Your own science notebook*