

Participants' Guiding Questions for 5th Meeting

Meeting Focus: Modeling and scaffolding; supporting claims with evidence; conclusions

1. Reflecting on Practice

Guiding Questions	Notes
1. What modeling did you do in the last few weeks to show students specific scientific skills (e.g., planning and/or conducting a controlled investigation, recording data in a data table) and thinking and writing skills (e.g., supporting claims with evidence)? 2. What evidence do you have that this modeling was effective? 3. What were your students' successes and challenges in making claims and supporting them with evidence? 4. During the shared reflection discussions after students investigated a question using concrete materials, how did you model how to use specific language (e.g., "The data show," "I think . . . because . . .")? What opportunities did you give students to use that language during the discussion?	

2. Writing a Scientific Conclusion

Conclusion

3. Critiquing Notebook Entries

Guiding Question	Notes
1. What similarities and differences do you notice in what is included in these six conclusions (e.g., an answer to the question, quantitative and/or qualitative data) and the language the students use (e.g., "The data show," "My evidence is," "Therefore")?	

4. Viewing and Discussing the Go-Carts Video Episode

Guiding Questions	Notes
1. What evidence do you see of students using scientific skills and thinking as they conduct their investigations, interpret their data, reflect on their predictions, and discuss and write their complex conclusions? 2. What modeling and scaffolding for interpreting data and making and writing complex conclusions do you observe in this classroom and this teacher's instruction that would meet the needs of students who: ☐ are learning English? ☐ are served in special education programs? ☐ meet state academic standards? ☐ exceed state academic standards? 3. What, if anything, would you revise in the conclusion you wrote before watching this video episode?	

5. Considering Next Steps

Guiding Questions	Notes
1. Which of the science investigations in your unit would be suitable for writing a basic or complex conclusion? (If none of the investigations is suitable, then provide opportunities for making and writing claims and supporting them with evidence.) 2. What strategies do you want to implement to develop your students' ability to write conclusions?	

6. Preparing for the Next Meeting

1. In the weeks before the next meeting:
 - ☐ Read Chapter 6.
 - ☐ During discussions and minilessons, begin to develop your students' abilities to interpret, and talk and write about, data.
 - ☐ 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