

Participants' Guiding Questions for 6th Meeting

Meeting Focus: Basic and complex conclusions; modeling and scaffolding that provide differentiated instruction to all learners

1. Reflecting on Practice

Guiding Questions	Notes
1. How have you been helping students learn how to provide evidence for their claims and/or write basic or complex conclusions? 2. Looking back on this year, how have the strategies that you have been using affected your students' expository writing skills? 3. How have the strategies affected your students' understanding of science concepts and their development of scientific thinking? 4. Which of the following adjustments have you already been making, or would you like to make, in your instruction? ☐ Using the word bank and Useful Words and Phrases in Scientific Writing (see Figure 4–26 in Chapter 4 in <i>Writing in Science</i>) more often ☐ Doing more modeling of scientific thinking and language ☐ Having more discussion after the science investigation and before the writing session ☐ Having students turn and talk with each other so that everyone has a chance to use scientific language orally ☐ Providing less or more scaffolding as needed	

2. Critiquing Notebook Entries

Guiding Question	Notes
1. As you read the entries and notes, what reflections do you have about your own instruction, especially in terms of writing scientific conclusions?	

3. Viewing and Discussing the Animals Video Episode

Guiding Questions	Notes
1. What types of scaffolding does this teacher use in the science and writing sessions? ☐ Visual (e.g., word banks and word cards, labeled scientific illustrations) ☐ Oral (e.g., modeling specific phrases and sentence starters) ☐ Written (e.g., providing writing frames) 2. How does the teacher embed language instruction naturally within the science and science-writing instruction? 3. What was surprising for you to see in this video episode in terms of your own teaching and your students' learning of science and science writing?	

4. Planning Differentiated Instruction

Guiding Questions	Notes
1. What strategies shown in the video episode do you already use in your own instruction to meet the needs of students with different needs? ☐ English language learners ☐ students with special needs ☐ students who meet state academic standards ☐ students who exceed state academic standards 2. What additional strategies would you like to implement to address the specific needs of your students?	

5. Considering Next Steps

Guiding Questions	Notes
1. In the lessons you will be teaching in your science units in the next few weeks, which strategies do you think will be most useful and effective with your students? 2. When planning notebook entries, think about this fundamental question: How will writing this entry help students deepen their understanding of <i>science concepts</i> and/or their <i>scientific thinking</i>?	

6. Preparing for the Next Meeting

1. In the weeks before the next meeting:

☐ Read Chapter 7 in Writing in Science in Action.

☐ Reading the following could be helpful at this time, too:

- Chapter 7 and Appendix B in Writing in Science
- "Planning Meaningful Notebook Entries" section in Chapter 10 in Writing in Science in Action

☐ Begin implementing additional strategies for differentiating instruction for your students.

☐ 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

☐ 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