I predict the water in the puddle will be hot.

I think this because when I put the water hot.
There was a sunny day. 
There was a foggy day. 
There was a cloudy day. 
There was a more partly cloudy day. 
Because partly cloudy haf 3 and sunny haf 0 so partly cloudy haf more. I think there be sunny next week.
2-24-10

What is the same about good bouncers?

I predict the super bouncer will be a better bouncer because of the

<table>
<thead>
<tr>
<th>Wooden Ball</th>
<th>Super Pinky</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 28 cm</td>
<td>1. 58 cm</td>
</tr>
<tr>
<td>2. 36 cm</td>
<td>2. 90 cm</td>
</tr>
<tr>
<td>3. 20 cm</td>
<td>3. 60 cm</td>
</tr>
<tr>
<td>4. 40 cm</td>
<td>4. 60 cm</td>
</tr>
<tr>
<td>5. 28 cm</td>
<td>5. 50 cm</td>
</tr>
</tbody>
</table>
2-25-10

If I was making
a ball I wood macke
it with rubber. I
think this because
the rubber ball is
bountse bec'kus wen we
bounts it it bounts
very hih.
3.5 Do seeds and plants need light to grow and be healthy?

4-30-10

I predict the seeds in the dark will grow but not to be healthy because I think they need sunlight.
First Grade, Sample A—Weather Unit: Jesus

■ To begin an investigation, students pour the same amount of water into a pie tin, then observe this “puddle” for a number of days to see what happens to the water. Before they begin their investigation, they write a prediction beginning with “I predict,” then adding, “I think this because” to explain their thinking.

■ By completing the writing frame, Jesus has to think about his reasoning. The prediction also helps his teacher understand Jesus’ current reasoning as well as how it changes after the investigation. He makes a connection between a property of the water he observes at the beginning of the investigation and what he thinks will happen at the end.

■ Jesus receives services as an English language learner, but in science and science writing, he is able to work quite independently.

First Grade, Sample B—Weather Unit: Jesus

■ Students collect data each day about different weather indicators (for example, cloud cover). At the end of the week, the class discusses their class graph, then each student writes about the data for one of the indicators.

■ Jesus reports the data for the four days of that week, then makes a qualitative statement: “There was more partl [partly] cloudy din [than] sunny.” He supports this statement by using because, then providing the quantitative data to support his statement: “because party cloudy haf [have] 3 and sunny hof 0 so partly cloudy haf more.” Jesus has learned that he has to provide data to support the statements he makes. His teacher did not provide this structure in a frame, but she has used the structure in talking about the data each week.

First Grade, Sample C—Balls and Ramps Unit: Mary Margaret

■ Students have been studying properties of different balls. In this investigation, they are going to test two balls to determine how well they bounce (as defined by how high they bounce). Before they make their data table, students make a prediction, including their reasoning. After they conduct the tests and discuss the results as a class (they find the “middle number” of their own data to contribute to the class graph), they then apply their understanding in thinking about what kind of material they would use in designing a ball.

■ Mary Margaret predicts that the Super Pinky ball will be a better bouncer “Becases [because] of the mterlr [material].” This is a logical prediction based on the students’ prior experiences in the unit. A scientist might ask, “Based on your investigations so far, what kind of material do you think makes balls better bouncers?”
In her next entry, Mary Margaret applies her understanding of balls to an engineering problem, using the first because to note that the rubber ball is bouncy, then using the second because to support her claim that the rubber ball is bouncy. To help Mary Margaret develop her ideas, a scientist might ask, “When you design your ball, what do you want it to be able to do? Bounce high? Bounce for a long time? Roll straight? Knock down other balls?”

First Grade, Sample D—Organisms Unit: Ella

Students are going to conduct a controlled investigation to determine if plants need light to grow and be healthy. They are going to put one planted seed in darkness and another planted seed in light.

Ella makes a sophisticated prediction in that she predicts the seeds in the dark will grow but they will not be healthy because plants need “sun lihgt [light]” to be healthy. Most students predict the seeds in the dark will not grow at all because they need light to grow.