

Study Guide—Complete Step 4 before teaching Section 1 of the Grade 3 Curriculum

Use the Step 4 “Independent Web Study” and “In Your Classroom” to prepare for a productive study group meeting and discussion.

INDEPENDENT WEB STUDY

Study the Child and the Scientist: The Challenges in Learning about Materials and Why are Material Properties Important?

Students begin their study of the structure and properties of matter by investigating materials that make up the world around us. What’s important for 3rd graders to learn about materials? What initial ideas do they bring to the classroom that we can build on productively?

Study the Talk Strategy: Share, Expand and Clarify Their Ideas

Become familiar with three teacher talk moves that help children to share, expand, and clarify their ideas: Time to think, Say more, So, are you saying . . .? Identify one of the three moves that you’ll begin to make a regular part of your teaching and begin using it in the classroom this week.

Study the Classroom Case: It’s All About Listening

The class you’ll visit is beginning their new unit, *Investigating Things in My World*. In this video case, the teacher listens in on a small group of students who are devising a scheme to sort a collection of objects by the materials they are made of. She also listens to a whole-class wrap up discussion. What she hears will inform her next steps.

What do you notice about the strategies she uses to gain insight into students’ thinking? What does she do to help students share, expand, and clarify their ideas? Is there something from this case that you might incorporate into your discussions?

IN YOUR CLASSROOM

Audiotape an All-class Discussion

Before you begin, revisit the norms for discussion.

Tape the introductory discussion from Lesson 1—“What are things in my world made of?” (Place the recorder so that it will pick up both your voice and the students’ voices.) After class, listen to 1-2 minute sections of the tape. Can you catch yourself using one of the talk moves? How do your students respond when you use the move? How was this strategy effective in eliciting students’ ideas?

Identify a question or dilemma that arose from your independent web study and your experience in the classroom. Plan to talk about your experience in the study group. You may want to identify a short interchange from the tape (~30 seconds) to share during the study group meeting.

STUDY GROUP MEETING

Learn with Colleagues: Share classroom evidence, successes, and challenges

What did you do differently to elicit and hear students’ ideas? Prepare for a 5-minute discussion of your experience. (There may or may not be time for everyone to share experiences in every study group meeting, but preparing to discuss your own experience will contribute to discussion of others’ experiences.)

Possible Discussion Protocol

1. Plan a core question for discussion.
2. Share your experience (2 or 3 minutes). If feasible, share a short audio or video clip to anchor the discussion (~30 seconds).
3. Respond to colleagues questions
4. Listen while colleagues discuss the issue.
5. Summarize how you are thinking now. Consider implications for your teaching?