

## Study Guide—Complete Step 4 before teaching Section 1 of the Grade 5 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 Scientist Case: Laurie Baise Mini Lake Investigation

The first section of the curriculum focuses on weight as an indicator of the amount of matter. Before studying the Scientist Case, review the learning goals for Investigations 1-5. What ideas about measuring and weight are highlighted? What are the important ideas you will keep an eye on during class discussions?

#### Study the Classroom Case: The Role of Elicitation Discussions

In this video case, Colleen is introducing the *Water Transformations* unit and the class is holding its first discussion. What do you notice about strategies she uses to engage students and elicit their ideas? Is there something from this case that you might want to incorporate into your introductory discussion to the unit?

#### 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.

### IN YOUR CLASSROOM

#### Audiotape an All-class Discussion

Tape the introductory discussion from Lesson 1—“Why are these ships in a field?” (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 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?