NGSS in Action - Writing in Science- Video Transcript

Narrator: Join the San Diego County Office of Education as we go inside classrooms and observe students engaged in NGSS lessons, using science notebooks to record their thinking and to make sense of phenomena.

Alex Barton - Eastlake Elementary - First Grade
Teacher: Open like this. On one side can you write xylophone on the top and on the other side can you write string guitar

When you go to the xylophone station with your partner you're going to write down or draw the things that you're seeing, the things that you're hearing, right? We call those observations, maybe even the things that you're feeling.

Narrator: Even our youngest scientists can use notebooks to record observations using words and pictures. Teachers support and scaffold learning by modeling, using think alouds, and providing sentence frames. Having access to notebooks throughout their science exploration time and during discussions helps students take ownership of their work and their thoughts.

Alex Barton - Eastlake Elementary - First Grade
Teacher: How did you get the xylophone to make noise? How'd you get it to do that?
Student: By hitting the mallet on it.
Teacher: The little xylophone tube? What was it doing when you were hitting it with the mallet? What was it doing?
Student: vibrating
Teacher: What was it doing?
Student: vibrating
Teacher: It was vibrating right.
Teacher: So write in your journal for me, you can use these sentence frames.
We can make loud sounds by…
We can make soft sounds by…

Roger Ashworth - Washington Elementary - Second Grade
Teacher: Do you see anything else there? If I stand up or if I look at it this way I see one thing right? I don't want to be doing it for you, I want you to observe what you've got there, so go ahead. It looks like it to me, look at that! I'm not even touching it, look at that, that's interesting. It looks different at angle.

Narrator: Teachers are able to model scientific thinking, monitor student progress, and differentiate the support they provide as students explore content, discuss with partners, and record their observations.

NGSS in Action - Writing in Science- Video Transcript (continued)

Marlys Williamson - Wolf Canyon Elementary - Fifth Grade
Teacher: I heard some really good science conversations going around about what they saw that was the same and what did they notice, so does somebody want to share with me; What is something that they say that was similar in these boxes?

Teacher Narration: Research on notebooks has been the most helpful for me, looking at how can I incorporate notebooks, how would I be able to use notebooks with my English Language Learners, how can I use notebooks with my low achieving students and get them to be able to write and um write down their information.

Student: Next the salt in the water went through the filter into another cup

Teacher Narration: The best part of it is really being able to use science notebooks and student talk and discourse to be able to kind of help students guide their own science as they collect data and they ah use their notebook to experience the science too.

Student: Ok, last we used the magnet to get the mystery materials separated from all the other materials.

Teacher: Think about that question and put it into your own words. How could you, how do you separate those dry materials?

Student: What did we do second?
Student: Make funnel station.

Teacher Narration: When we use inquiry in the classroom and those hands-on experiences, the students, it just naturally flows to be able to use the notebooks and science talk and science discourse and so being able to use the inquiry and the hands-on is very helpful for the students because they really understand what science is about and what real scientists do and I think that is really important for them.