

Step 1: Sandra Begins by Clarifying

Sandra: Thanks for letting me participate in the lesson today. I feel like we are getting used to teaching together and the kids seem to like it, too.

Andy: I agree. It's so nice to have you in the room. I feel like we can get to a lot more kids.

Sandra: How about if we look at some of the student evidence that we collected. Our learning target was "I can use who, what, when, and where words." We took anecdotal notes in a few ways. The students were questioning at your aquarium. That was fun. They were questioning during the read aloud. And they were questioning each other during the share session. I don't know about you, but I collected a lot of data. What did you notice? And what did you wonder?

Andy: I noticed that they are getting more used to using the words. Some of my second-language learners seemed a little bit tongue-tied. Like Marco, he was interchanging the words in some interesting ways. I also think it was a good idea to wait to introduce "why." We can do that next since it's less concrete.

Sandra: Did you notice any students using the sentence starters that we introduced earlier this week?

Andy: Yes, a few even looked at the bookmark that listed them. Others seemed more stuck.

Sandra: Let's talk more about that. What were you thinking when you noticed that they were stuck?

Andy: *(Responds with more examples.)*

Step 2: Sandra Values What She Saw

Sandra: You know what is really exciting? All of your students are trying on the language in all different ways. I think that having the questioning words woven throughout the lesson, at the aquarium, in the read aloud, and through the share session gave them so much opportunity to practice. It also seems like you are staying true to your constructivist beliefs and teaching to the new standards. What do you think about that?

Andy: I guess so. I was excited to hear the buzz in the room. For a minute I just listened and I heard so many question words flying around.

Sandra: I agree.

Step 3: Sandra and Andy Uncover Possibilities

Sandra: So, where do we go from here?

Andy: Your point about the bookmark with the sentence starters got me thinking. Only a few students are using them, and I think that it is a great scaffold. What if we modeled using the bookmark during a conversation? Maybe you and I can do that together?

Sandra: Absolutely! How would you like to set that up?

Andy: I have some interesting animal skulls from my science bin . . . that would get their attention. What if I put them out on a table, and you and I asked each other questions about them?

Sandra: That's a great idea. Then we can add that as a wonder station. We might also want to remind them to use the sentence starters during the share session . . . they'd have to have the bookmarks handy.

Andy: I agree. And I can have the sentence stems on chart paper during the read aloud.

Sandra: So we'll keep the learning target the same. Any thoughts on how we'll collect student evidence?

Andy: Let's do it the same way but be sure that we look for how they are using the sentence stems. I see them as a scaffold, so I don't want to make them use the stems if they don't need them. But if they are struggling, then I hope it will help.

Sandra: Sounds like a great lesson.