

Teacher Work	Student Work	Observer Work	Notes
<p>Remind students of focus question: How do objects change during an interaction? Direct students to the chart on the board.</p>	<p>Listen to the focus question.</p>		
<p>Direct students to the three new stations (light ball, generator, crank toy), adding to their observation charts in their science notebooks.</p>	<p>Make observations of the changes of objects at each station. Record observations in science notebook.</p>	<p>What do the students say and do as they observe the objects?</p> <p>How do the students use their observations to keep track of how things change?</p>	

<p>Direct students to answer the focus question in their science notebooks. Students can turn and talk to generate their thinking. Teacher will circulate among the desks, looking for signs that students are using their data to make claims. Teacher will also take note of students' ideas to emphasize in the whole class discussion.</p>	<p>Use observation data to make a claim.</p>	<p>How do the students make a claim and provide evidence to support how objects change during an interaction?</p> <p>Will the students need more guidance in use of the objects or have we over structured?</p> <p>How does the organizer help the students make clear scientific observations and record data? Is there enough space?</p>	
<p>Bring students together to share their claims and support them with evidence from at least one station.</p>	<p>Share claims and evidence, listen to the ideas of classmates.</p>	<p>Do we have any students who refer back to the objects from Monday while making their claim?</p> <p>Will students base their claim and evidence on the last object they observed?</p> <p>How did students make connections between more than one object in their claim?</p>	