

## Graphic Organizer as part of the Science Investigation

The first data collection cycle began with an activity around exploring magnets and magnetic poles. Vocabulary cards were created by each student during the exploration and discussion as words were needed to describe the phenomenon students were trying to explain. Once the exploration of the magnets was complete students began preparing for the writing task. For this first cycle I gave no pre introduction for their writing. I asked them to first talk to a neighbor about what they had noticed. After about 5 minutes of conversation I asked the students to write a one paragraph summary of what they had done. Upon the completion of this activity I reflected on the process and student writing to plan an action for the next cycle.

As a modified plan entering into the second cycle I added the requirement that a graphic organizer be completed to record steps and discoveries during the investigation. I introduced the graphic organizer at the onset of the investigation as opposed to the beginning of the writing phase. However, I did explain that the organizer would be used later to write about what they learned at the conclusion of the investigation. For this cycle students were to write a two paragraph report explaining their procedures during the investigation and discoveries concluding the investigation. Students shared with one another after writing the report. Using the same document to record during the investigation and to scaffold the writing helped students to think in paragraph structure to organize their writing. It also helped them to put relevant vocabulary words in their science reports.