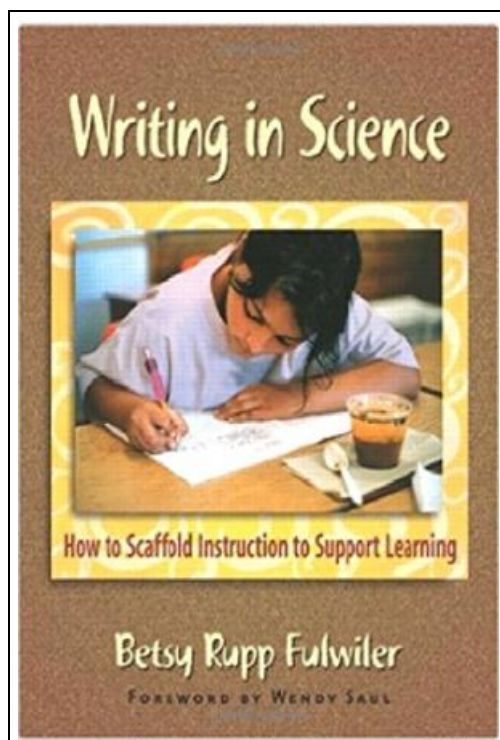


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Heinemann USA. Paperback / softback. Book Condition: new. BRAND NEW, Writing in Science: How to Scaffold Instruction to Support Learning (annotated edition), Betsy Rupp Fulwiler, Wendy Saul, "The author and the Seattle Science Notebook Program have outlined the strategies of using science notebooks with a diverse population of students and documented their effectiveness. The thoughtful approach, well explained in the book, keeps the goals of inquiry-based science and writing clearly focused and mutually supportive." - Harold Pratt Former President, National Science Teachers Association "This book does more than make a case for science notebooks. It provides specific teaching guidelines, strategies, activities, and rich examples of student work that teachers can use to craft their own notebook program." - Karen Worth Author of "Worms," "Shadows, and Whirlpools" In the science classroom writing is much more than an exercise for students to document their steps during an investigation. It's an important vehicle for describing their thought processes and the evidence that supports their reasoning. "Writing in Science" shows you how to encourage students to grow as scientists and writers by moving beyond recounting "how" they completed their work and toward explaining "what" they learned. "Writing in Science" shares proven methods for supporting improvement in how students write and think about science. It provides practical guidelines for using science notebooks in grades K - 5 to teach and assess science writing in a way that develops students' conceptual knowledge and expository writing abilities as well as their thinking and scientific skills. Betsy Rupp Fulwiler shares strategies for scaffolding and modeling higher-level forms of scientific writing such as: observations cause and effect comparisons data analysis conclusions. Fulwiler packs "Writing in Science" with numerous illustrations and tools to get you started, including: more than 50 entries from science notebooks, annotated with remarks about instruction and formative assessment...



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