

## Argumentation scaffolds

### If your students need support connecting evidence to claims, you might try:

- 1) Providing sentence frames that make it clear from which sources you would like them to draw their evidence. Examples:
  - a. *I think the claim that \_\_\_\_\_ is correct because when I did \_\_\_\_\_ investigation, I observed \_\_\_\_\_.*
  - b. *I think the claim that \_\_\_\_\_ is correct because when I read \_\_\_\_\_, the text said that \_\_\_\_\_.*
- 2) Recording all of the evidence the students have gathered on sentence strips and having them match the evidence to the claim(s) it supports.

### If your students need support with reasoning, you might try:

Using sentence frames like this one: *I think \_\_\_\_\_ because I observed/ read \_\_\_\_\_. This means that \_\_\_\_\_.*

### If you want to support students in making arguments AND making or understanding counter-arguments

**OR**

### You have particular content goals you want to address, you might try:

- 1) Creating a chart like this one

Claims	Evidence for	Evidence against

- 2) Providing possible claims for your students to consider, including one that is scientifically accurate and one or more drawn from children's typical confusions or misunderstandings.
- 3) Providing students with concept cartoons as discussion prompts. These are cartoon style drawings that show different characters arguing about the answer to a question or debating alternate explanations of scientific phenomena. Students must consider the question and explain why each character's response is reasonable or unreasonable. One character's response is aligned with the scientific point of view and the others are drawn from children's typical confusions or misunderstandings.

### If students do not offer competing claims, but you know that they must consider alternatives in order to come to better understanding,

**OR**

### If you know there are particular ideas your students might struggle with, you might try:

- 1) Playing devil's advocate and offering some competing claims drawn from children's typical confusions or misunderstandings.
- 2) Using concept cartoons (see above).