SCIENCE TALK THROUGHOUT THE DAY

Purpose: To brainstorm and practice language to support children's progress in science skills and knowledge

What to do: With a partner or small group, choose a science activity and make a list of language you could use to encourage children's science skills, including observing, comparing, questioning, and predicting. Choose an activity that is somewhat open-ended and allows children to experiment. See the example below.

Example Science Talk Planning Form

Activity: Exploring water and states of matter

For this activity, children might benefit from some experiences ahead of time with the words *heat* and *freezing* in addition to *hot* and *cold*.

Science skills	Possible language
Observe Give children a pitcher of water and a block of ice to explore at the sensory table where they can pour the water into different containers.	*How does the water feel?* *How does the ice feel?* *How do they sound and smell?* *How are the water and ice the same?* *How are they different?* *What happens when you try to put the ice and water into different containers?* *You seem curious about...* *What do you observe?*
Question Write down children's questions. Verbalize questions that children are investigating silently. Ask children to share questions. Pick a question for the group to investigate.	*What are you curious about?* *What do you want to know?* *Are you wondering if the water will fit in that container?*
Predict Encourage the group to investigate the question: *What happens when ice leaves a cold environment?* Write down children's predictions on a large sheet of paper. Explain that people can have different predictions or ideas about what they think will happen.	*What do you think will happen?* *What are your predictions?* *Why do you think that?* *How could we find out?*
Experiment Try it—leave the ice in the classroom or outside. Set up regular times that the group will check on the ice and make observations in their science journals. Have children measure the dimensions of the ice as it melts or the amount of water that is appearing.	*Let's investigate.* *What do you notice?* *What is changing?* *Let's draw what we see.* *Record your results.*
Discuss Review the question and the children's predictions. Talk about whether the predictions were correct or not. Explain that scientists don't know the answer ahead of time so their predictions might be right or they may not, but either is okay. Review what happened in the investigation. Ask children to share their drawings. Ask children why they think they got the results they did. See if children are interested in investigating a new question. For instance, if children think the sun melted the ice, maybe try leaving ice in the classroom next.	*What were your predictions?* *What happened?* *What did you notice?* *Why do you think that happened?* *What could we investigate next?*

Example Science Talk Planning Form

Science skills	Possible language
Observe	
Question	
Predict	
Experiment	
Discuss	

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