How does science work?

Writing Log: pages 8-15

Genre
Science Writing
Science writing is a form of technical, nonfiction writing that details scientific procedures, observations and results. It features a clear, semiformal register that does not include the use of contractions or the mention of personal opinion. Being able to report on a scientific experiment in a concise, organized manner is an academic skill students must develop.

Format
Lab Report
A lab report is an account of a scientific experiment. It consists of a question and a hypothesis that the experiment tests. It lists the materials required to carry out the experiment and the procedure for testing the hypothesis. It also includes the researcher’s observations, data analysis and conclusions. Lab reports use scientific language, sequence words and imperatives. In this topic, students write a lab report for an experiment of their choice.

Writing Strategy Focus
Sequencing Ideas
What is it? A procedural text provides information in consecutive steps or stages to follow. Steps are sequenced using words, such as first, next, then and finally.
What will students do? Students will use sequence words to indicate the order of steps for testing a hypothesis in a scientific experiment.
Why is it important? It is important for students to be able to sequence ideas and use sequence words correctly in order to transition from one step to another in an experiment. Readers would not be able to follow or replicate the experiment without clear text markers, such as sequence words, to guide them.
How will students build on previous knowledge? In previous Compass Writing Logs, students learn to sequence ideas and use sequence words when describing how to play with a toy or game and how to complete an obstacle course. In this topic, they continue developing the strategy by expanding the strategy and use of sequence words to science writing.

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Cloud Experiment

**Question:** How are clouds formed?

**Hypothesis:** When cold air and hot air meet, they form clouds.

**Materials:**
- a glass jar
- black paper
- tape
- hot water
- a match
- ice cubes in a plastic bag

**Test the Hypothesis:**
1. First, tape the black paper around the bottom half of the jar.
2. Next, fill the jar with hot water. Leave it for about a minute.
3. Then, pour out all but three centimeters of water.
4. After that, ask an adult to light the match and hold it over the top of the jar for a few seconds.
5. Finally, cover the jar with the bag of ice cubes.

**Record and Analyze Data:** The warm air rose to the top of the jar and mixed with the cold air below the ice cubes. It formed a cloud.

**Conclusion:** This means that when warm air and cold air meet, they create a cloud of water drops.
Lead in to the Lesson (5 min.)
• Write science on the board. Elicit things we study in science. (The Earth, animals, outer space.)
• Ask: How do we learn from science? Elicit ideas.

Reading Strategy (20 min.)
• Point to the picture on page 8. Ask: Where is the girl? What is she doing? (She is in a lab. She is doing an experiment.)
• Point to the text. Explain that it is a lab report.
• Ask: What is the experiment about? (Clouds.) How do you know? (The title of the lab report is “Cloud Experiment.”)
• Point out the other words in blue in the lab report. Explain that these are headings. Say: We use headings to organize the text so readers can find specific information more easily.
• Elicit the headings. (Question, Hypothesis, Materials, Test the Hypothesis, Record and Analyze Data, Conclusion.)
• Elicit or explain the meaning or purpose of each heading. (Question: a scientific question the student wants to investigate. Hypothesis: the possible reason that answers the question. Materials: the items needed to conduct the experiment. Test the Hypothesis: the experiment procedure. Record and Analyze Data: observations the student made and information the student learned during the experiment. Conclusion: the answer to the question, based on observations and data.)
• Display the construction paper with headings in random order on the board. Tell students to listen to the questions and point to the correct heading. Ask: What's the scientific question? (Students point to “Question.”) What do we need to conduct the experiment? (Students point to “Materials.”)
• Continue asking questions and eliciting the different headings from the model text.

Science Connection
• Have students look at the model text on page 8. Explain that you are going to demonstrate the experiment. Tell students to read the lab report with you.
• Ask: What do we want to learn? (How clouds are formed.) Ask: What is the hypothesis? (When cold air and hot air meet, they form clouds.)
• Ask: What materials do we need to test this hypothesis? (A glass jar, black paper, tape, hot water, a match, ice cubes in a plastic bag.) Point to the materials as students say them.

Take the Lesson Further (10 min.)
• Invite volunteers to read the steps from the Test the Hypothesis section aloud as you conduct the experiment.
• Have a student read the Record and Analyze Data section. Ask: Are your observations the same or different? Encourage students to share their observations with the class.
• Have a student read the Conclusion. Ask: Do you agree with the conclusion? Elicit answers.
• Tell students to close their books. Point to the headings on the board. Have students write the correct order of the headings in their notebooks. (Question, Hypothesis, Materials, Test the Hypothesis, Record and Analyze Data, Conclusion.)
• Encourage students to explain why the order of headings in a lab report is important.

Homework Option
Encourage students to use science books or websites you have selected to start thinking about their experiments.
Lesson 2

Teaching Resources
Compass Writing Log 3 pages 8 and 9
Construction paper with headings (from Lesson 1)

Write Strategy Focus

Reading Strategy
Sequencing Ideas

1 Read the text. Answer the questions. (10 min.)
• Direct students’ attention to the model text on page 8.
  Have students read the lab report again.
  Answers: 1. To explain how to do an experiment that shows how clouds form
  2. Scientists and students
  3. On a science website or in a science textbook
  4. How to do an experiment to see how clouds form

2 Look at the text. Circle the materials used in the experiment. (5 min.)
• Direct students’ attention to the model text on page 8.
  Have students point out the Materials section.
  Tell them to look at the materials in the list, and then circle the correct answers in activity 2.
  Answers: black paper, ice cubes, a glass jar, a match, tape

3 Sequencing Ideas Look at the text again. Number the sentences in the correct order. (20 min.)
• Explain that these sentences show the steps in a lab report.
  Ask: Where can you find information about the procedure? (In the “Test the Hypothesis” section.) Ask: What is the first step? (...you ask a question.) Tell students to write 1 in the correct box.
  Answers: 5, 1, 4, 3, 2
  Complete the sentences with the correct words.
  Reading Strategy
  • Direct students’ attention to the Writing Strategy entry. Read it aloud and have students follow along.
  • Have students look at the Test the Hypothesis section in the model text again. Ask: What is the first step? (First, tape the black paper around the bottom half of the jar.) How do you know this is the first step? (Because of the number 1 and the sequence word first.)
  • Write the word scan on the board.
  • Elicit or teach the meaning. (To quickly look for specific information.)
  • Tell students to scan the rest of the Test the Hypothesis section and underline the sequence words. Ask: What sequence words does the writer use? (First, Next, Then, After that, Finally.) Why do we use sequence words? (To show the sequence of steps.) Why is it very important to sequence an experiment? (Because the experiment won’t work if the steps are not done in the correct order.)
  • Direct students’ attention to the activity on page 9. Ask: Step number one is “...you ask a question.” Which sequence word do we use here? (First.)
  • Have students complete the rest of the activity.
  Answers: Finally, First, After that, Then, Next

4 Punctuation Add commas to the sentences. (5 min.)
• Have students circle the commas in the text on page 8.
• Read the Punctuation entry on page 9 aloud and have students follow along.
  • Explain that putting a comma after each sequence word makes the text easier to understand.
  • Demonstrate by reading a line from Test the Hypothesis without pausing after the comma, then with the pause.
  • Have students complete activity 4.
  Answers: I made a volcano yesterday! First, I covered the sides of a plastic cup with dirt. Next, I filled the plastic cup with water. Then, I added baking soda to the water. After that, I watched the volcano explode! Finally, I cleaned up the mess.

Take the Lesson Further (5 min.)
• Form small groups. Have students discuss the two experiments they have read about in this lesson. Encourage them to say which one they like better and why.
1 Read the text. Answer the questions.

1 What is the purpose of the text?

2 Who reads about experiments?

3 Where would you see this text?

4 What is the experiment about?

2 Look at the text. Circle the materials used in the experiment.

- black paper
- a calculator
- ice cubes
- a glass jar
- a match
- a plastic cup
- tape
- test tubes
- a thermometer

3 Sequencing Ideas Look at the text again. Number the sentences in the correct order.

☐, you draw a conclusion.
☐, you ask a question.
☐, you analyze the results of the experiment.
☐, you test the hypothesis.
☐, you make a hypothesis.

* Complete the sentences with the correct words.

after that finally first next then

4 Punctuation Add commas to the sentences.

I made a volcano yesterday! First I covered the sides of a plastic cup with dirt. Next I filled the plastic cup with water. Then I added baking soda to the water. After that I watched the volcano explode! Finally I cleaned up the mess.
Planning My Text

1. Answer the questions.
   1. What will be the purpose of your text?

2. Who will read your text?

3. What sections will you include in your text?

4. What experiments could you write about?

2. Think about experiments. Brainstorm and write the words you might use.

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<tr>
<th>Questions about Experiments</th>
<th>Hypotheses about Experiments</th>
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3. Research scientific experiments. Choose one. Write some ideas for your text.

10. Topic 1
Lesson 3

**Teaching Resources**
- Compass Writing Log 3 pages 8 and 10
- Poster paper with a list of science-oriented website links for kids
- Science books with experiments
- Internet access

<table>
<thead>
<tr>
<th><strong>Writing Strategies</strong></th>
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<tr>
<td><strong>Planning the Purpose of a Text</strong></td>
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<tr>
<td>Planning the purpose of a text is a key writing strategy. A text with an easily identifiable purpose indicates focus and organization. Developing planning skills will lead to more coherent and cohesive texts.</td>
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<tr>
<td><strong>Skimming and Taking Notes</strong></td>
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<td>Skimming is the ability to quickly read a text for the main ideas. It is also an essential step that precedes taking notes. When doing research, students must be able to skim a text for the main ideas to determine if the text is an appropriate source. Once students have chosen suitable references texts, they take notes. Taking notes is the ability to concisely write the main ideas or the most useful information that will help them write their own texts.</td>
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**Lead in to the Lesson** (10 min.)
- Write on the board before class: after that, first, finally, next, then. Have students write the sequence words in the correct order in their notebooks. (First, next, then, after that, finally.)
- Form pairs. Have students say the steps for either the cloud or the volcano experiment. Tell them to use the sequence words on the board.

**1 Answer the questions.** (15 min.)

**Writing Strategy**
- Ask: What is the purpose of a lab report? (To inform, to describe an experiment.)
- Have students look at the model text on page 8. Ask: What is the purpose of the cloud experiment? (To demonstrate how clouds are formed.) Explain that there is a reason or purpose for every text.
- Tell students to think about the purpose of their lab report and answer question 1.
- Ask: Who will read your lab report? Elicit ideas.
- Have students answer question 2.
- Say: This text is a lab report. Ask: What sections will you include in it? Elicit the headings from the model text. (Question, Hypothesis, Materials, Test the Hypothesis, Record and Analyze Data, Conclusion.) Have students answer question 3.
- Elicit different scientific or natural phenomenon that students could investigate. Write their ideas on the board.
- Have students answer question 4.

**2 Think about experiments. Brainstorm and write the words you might use.** (15 min.)
- Write the headings from the chart on the board.
- Direct students’ attention to the model text on page 8. Tell them to review the question and the hypothesis.
- Form small groups. Point to the students’ investigation ideas on the board. Have them form questions and hypotheses.
- Encourage students to share their questions and hypotheses with the class.

**3 Research scientific experiments. Choose one.**

**Write some ideas for your text.** (15 min.)

**Writing Strategy**
- Explain that students are going to skim science books and websites in order to choose an experiment. Ask: When you are looking for information, do you read everything carefully or do you read quickly to understand the main ideas? (Read quickly for main ideas.)
- Say: After you choose an experiment, you need to take notes. Ask: What information will you write in your notes, complete sentences or the most important words? (The most important words.) What is the most important information you need to look for and take notes about? (The question, hypothesis, materials and procedure.)
- Display the poster with links to science-oriented websites on the board. Hand out science books with experiments. Recommend they select an experiment they could do at home.
- Have students skim the books or websites. Monitor and help as needed.

**Take the Lesson Further** (5 min.)
- Form small groups. Have students refer to their notes and describe their experiments.
- Encourage students listening to ask questions and make suggestions.

**Homework Option**
Encourage students to conduct their experiments at home, with an adult’s help. Suggest they record or take pictures of the procedure.
### Lesson 4

#### Lead in to the Lesson (5 min.)
- Form small groups. Have students describe the experiments they conducted at home. Make sure there is at least one student in each group who carried out an experiment.
- Encourage students to share their experiences with the class.

#### 4 Complete the information for your experiment. (30 min.)
**Writing Strategies**
- Have students briefly review their notes for the experiments on page 10.
- Direct students’ attention to the headings in activity 4 on page 11.
- Point to Experiment. Tell students to write the title of their experiment here. Remind them that titles are clear and very short, such as the title in the model text: Cloud Experiment.
- Invite a volunteer to read the question from the model text: How are clouds formed? Explain that this is the question the student wanted to answer in her experiment. Ask: What question do you want to answer in your experiment? What do you want to learn? Have students complete this section.
- Write the hypothesis from the model text on the board: When cold air and hot air meet, they form clouds. Say: There are two parts to a hypothesis. Draw a circle around the first half of the sentence. Write cause above the circle. Underline the second half and write effect under the line. Say: The mix of cold and hot air causes clouds to form. The mix of air is the cause, and the clouds are the effect.
- If students need another example, write the hypothesis When water is at 0°C, it becomes ice. on the board. Elicit the cause and effect.
- Ask: What is the cause and the effect in your experiment? Elicit a few answers.
- Form pairs. Have students talk about their hypotheses and then write them in their books. Monitor and help as needed.
- Ask: What information do we write in the “Test the Hypothesis” section? (The procedure for the experiment.) Have students write notes about the experiment procedures in their books.

#### 5 Write the procedure to test the hypothesis. (15 min.)
**Writing Strategy Focus**
- Have students look at the Test the Hypothesis section in the model text. Ask: What words do we use in this section? (Sequence words: first, next, then, after that, finally.)
- Point out the verbs in the following phrases and words: tape the black paper, fill the jar, pour out, ask, cover. Explain that the steps are giving directions and that students should also imagine they are giving directions.
- Have students write the procedures for their experiments. Monitor and help as needed.

#### Take the Lesson Further (10 min.)
- Form pairs. Have students exchange and read the experiment procedures. Tell them to visualize conducting the experiment. Encourage them to ask questions if they don’t understand something in the procedures.

### Teaching Resources
*Compass Writing Log 3 pages 8, 10 and 11*

### Writing Strategy Focus
**Sequencing Ideas**
**Writing Strategies**
- **Writing a Title**
  Creating a title is a critical thinking skill that requires students to identify the main idea of their text and to synthesize it into a few words that readers would find appealing.
- **Writing a Hypothesis**
  A hypothesis is an unproved idea or theory that prompts investigation. It usually describes a cause and effect, such as the hypothesis in the model text: When cold air and hot air meet, they form clouds. Being able to write a hypothesis is fundamental to science writing about experiments.

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**Know Your Students**
Many students may have difficulty writing a hypothesis. Be prepared with a number of sample hypotheses to share with them.
4 Complete the information for your experiment.

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<th>Experiment</th>
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<th>Test the Hypothesis</th>
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5 Write the procedure to test the hypothesis.

1
2
3
4
5
1 Write the first draft of your text.

Experiment: ..................................................................................................................

Question: .......................................................................................................................

Hypothesis: ..................................................................................................................

Materials:  

Test the Hypothesis:  

1 .........................................................................................................................

2 .........................................................................................................................

3 .........................................................................................................................

4 .........................................................................................................................

5 .........................................................................................................................

Record and Analyze Data: ..........................................................................................

Conclusion: .............................................................................................................

My Classmate’s Checklist

2 Exchange books with a classmate. Read the sentences. Mark (√) Yes or No.

1 The text is about an experiment. Yes ☐ No ☐

2 There is a question and a hypothesis. Yes ☐ No ☐

3 There is a list of materials and a test procedure. Yes ☐ No ☐

4 The test procedure has sequence words. Yes ☐ No ☐

5 There are observations and a conclusion. Yes ☐ No ☐
Lesso n 5

Lead in to the Lesson (5 min.)
- Elicit the sections of the lab report students wrote in the previous lesson. (Question, Hypothesis, Test the Hypothesis.) Display these headings on the board.
- Ask: What sections are missing? (Materials, Record and Analyze the Data, Conclusion.) Display these headings on the board.
- Tell students they are going to write the first draft of their lab report with all of the sections.

1 Write the first draft of your text. (35 min.)

Writing Strategy
- Direct students’ attention to page 12.
- Point out the sections: Experiment, Question, Hypothesis, Test the Hypothesis. Have students use their notes from pages 10 and 11 to complete these sections. Monitor and help as needed.
- Ask: What information goes in the “Record and Analyze Data” section? (Observations and information learned during the experiment.) Have students complete this section. Remind them they can use the model text on page 8 as a guide.
- Have students read the Hypothesis and the Conclusion sections in the model text again. Explain that a conclusion agrees or disagrees with the hypothesis. Ask: Was the hypothesis in the cloud experiment correct? (Yes, it was.) Say: Imagine it wasn’t. Ask: What would the conclusion say? (When cold air and hot air meet, they do not create clouds.)
- Tell students to read their hypothesis and record and analyze data sections.
- Ask: Is your hypothesis correct? (Answers will vary.)
- Have students write their conclusions on page 12.

2 Exchange books with a classmate. Read the sentences. Mark (✓) Yes or No. (10 min.)
- Form pairs. Have students exchange books. Tell them to read the lab reports and complete the checklist.
- Tell students to return the books to their classmates.
- Have students read the checklist and circle the items their classmates marked No. Tell them to circle the sections of the lab report, if any, that require corrections.

Take the Lesson Further (5 min.)
- Form small groups. Have students talk about the experiments their classmates wrote about. Encourage them to say which experiments they would like to do at home.
**Lesson 6**

### Teaching Resources

- Compass Writing Log 3 pages 12 and 13
- Colored pencils

### Writing Strategy

#### Editing

Editing is a critical thinking strategy that is essential to the draft-writing process. When editing, students identify and correct capitalization and punctuation, spelling and grammar in their texts.

### Lead in to the Lesson (10 min.)

1. Write on the board before class:
   - Cloud experiment
   - How are clouds formed
   - A glass jar
   - Black paper
   - When cold air and hot air meet, they form clouds.
2. First, tape the black paper around the bottom half of the jar.
3. Form pairs. Tell students that there are capitalization, punctuation and spelling errors. Have them identify the errors and write them correctly in their notebooks.
4. Confirm answers with the class.
   - Cloud Experiment
   - How are clouds formed?
   - A glass jar
   - Black paper
   - When cold air and hot air meet, they form clouds.
   - First, tape the black paper around the bottom half of the jar.

### Writing Strategy (15 min.)

1. Explain that it is very common to write a text more than one time. Say: *Each version is called a draft. In the last lesson, you wrote the first draft. Today we’re going to write the second draft, but before we do, we need to edit the first draft.*
2. Explain that editing means reading their texts and looking for mistakes in capitalization, punctuation, spelling and grammar.
3. Hand out colored pencils.
4. Have students check the first draft of their lab reports on page 12. Tell them to circle any mistakes. Monitor and help as needed.

### 3 Rewrite your text. (15 min.)

1. Have students rewrite their lab reports on page 13, incorporating all the changes marked on their first drafts. Monitor and help as needed.

### 4 Exchange books with a classmate. Read the sentences. Mark (√) Yes or No. (10 min.)

1. Form pairs. Have students exchange books. Tell them to read the lab reports and complete the checklist.
2. Tell students to return the books to their classmates.
3. Have students read the checklist and circle the items their classmates marked No. Tell them to circle the sections of the lab report, if any, that require corrections.

### Take the Lesson Further (5 min.)

1. Form pairs. Have students look at the corrections marked on their first and second drafts.
2. Ask: *Where are most of your mistakes: in capitalization, punctuation, spelling or grammar?* Elicit answers.
3. Remind students that it is normal to make mistakes and that they learn by correcting them.
3 Rewrite your text.

Experiment: ____________________________________________

Question: ____________________________________________

Hypothesis: ____________________________________________

Materials: ____________________________________________

Test the Hypothesis:

1 ____________________________________________

2 ____________________________________________

3 ____________________________________________

4 ____________________________________________

5 ____________________________________________

Record and Analyze Data: ____________________________________________

Conclusion: ____________________________________________

My Classmate’s Checklist

4 Exchange books with a classmate. Read the sentences. Mark (✓) Yes or No.

1 The text is about an experiment. Yes ☐ No ☐

2 There is a question, a hypothesis and a list of materials. Yes ☐ No ☐

3 The test procedure has sequence words. Yes ☐ No ☐

4 There are observations and a conclusion. Yes ☐ No ☐

5 There are commas after sequence words. Yes ☐ No ☐
Lesson 7

Teaching Resources
Compass Writing Log 3 pages 8, 13-15
Colored pencils

Writing Strategies
Editing
Illustrating for Meaning
Illustrations can aid comprehension by providing a visual representation of a complex idea or process. This strategy enhances meaning in a text and facilitates understanding.

Lead in to the Lesson (10 min.)

Writing Strategy
- Elicit the types of mistakes students found when editing their first drafts. (Mistakes in capitalization, punctuation, spelling and grammar.)
- Hand out colored pencils.
- Have students work individually to review the changes and suggestions on their second draft again. Tell them to mark anything else they need to correct. Monitor and help as needed.

Write a Final Version (15 min.)
- Have students write their final versions on page 15, incorporating the changes they marked on their second drafts.
- Form pairs. Have students work together to check for errors and make final corrections.

Writing Strategy (25 min.)
- Direct students’ attention to page 8. Point out the picture.
- Ask: Does this picture help you to understand the experiment? Elicit answers.
- Explain that pictures can help writers show items or a procedure so readers can understand the text better.
- Elicit the parts of the lab report that may be difficult for readers to understand. Write their ideas on the board.
- Have students read their experiments and decide what items or procedure they want to draw.
- Form small groups. Have students share ideas for their drawings. Encourage classmates to ask questions and give suggestions.
- Tell students they have twenty minutes to plan and draw their pictures. Monitor and help as needed.

Take the Lesson Further (10 min.)
Read the sentences. Mark (✓) Yes or No.
- Have students read the final version of their lab reports.
- Tell them to complete the checklist on page 15.

My Experiment

Title:

My Checklist
Read the sentences. Mark (✓) Yes or No.
1. I can research experiments.
2. I can write a lab report about an experiment.
3. I can organize information sequentially.
4. I can use sequence words.
5. I can use commas with sequence words.
Lesson 8

Teaching Resources
Compass Writing Log 3 pages 8, 14 and 15

Reading Strategy
Pausing for Meaning
Proficient readers pause while reading a text to enhance comprehension. This strategy also applies to reading aloud. However, in this context, the reader pauses to improve the listeners’ understanding of a text or to maintain their interest.

Lead in to the Lesson (5 min.)
• Remind students they will present their experiment to the class.
• Elicit what students should do when giving their presentations. (Answer will vary, but you should guide them to speaking clearly and slowly.) Write their ideas on the board.

Reading Strategy (15 min.)
• Direct students’ attention to the model text on page 8. Tell students you are going to read it aloud. Have them pay attention to where you pause.
• Read the model text aloud, pausing after each heading and after each sequence word. Have students listen and follow along in their books.
• Elicit the places you paused in the text. (After the headings and sequence words.) Ask: Why do you think I paused in those places? (To help listeners’ understand better.)
• Form pairs. Have students take turns quietly practicing giving their presentations.

Presenting (30 min.)
• Elicit characteristics of good listeners. (They are quiet, and they listen carefully.)
• Tell students that during presentations the audience should write questions they want to ask the presenters.
• Have students present their experiments. Encourage them to show their drawings or possibly any photos or video clips they have of their experiments if they conducted them at home. At the end of each presentation, have the audience ask a few questions.

Manage Your Class
If you have a large class, consider organizing smaller groups and have students present to their groups. Alternatively, you may like to have some students present at an assembly or organize a special science event where they can present.

Reflection (10 min.)
• Have students write three things they learned from the presentations in their notebooks.
• Encourage them to share what they learned.
## Writing Rubric

### Topic 1: How does science work?

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<thead>
<tr>
<th>Content / Information</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively poses a scientific question and hypothesis.</td>
<td>Adequately poses a scientific question and hypothesis.</td>
<td>Does not pose a scientific question or hypothesis.</td>
<td></td>
</tr>
<tr>
<td>Accurately describes the sequence of steps to test the hypothesis.</td>
<td>Somewhat accurately describes the sequence of steps to test the hypothesis.</td>
<td>Does not describe the sequence of steps to test the hypothesis.</td>
<td></td>
</tr>
<tr>
<td>Effectively reports observation and analysis, and draws a logical conclusion.</td>
<td>Adequately reports observation and analysis, and draws a logical conclusion.</td>
<td>Does not report observations or analysis, or draw a logical conclusion.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively organizes content into six logical sections.</td>
<td>Adequately organizes content into six logical sections.</td>
<td>Does not organize content into six logical sections.</td>
<td></td>
</tr>
<tr>
<td>Accurately uses headings.</td>
<td>Somewhat accurately uses headings.</td>
<td>Does not use headings.</td>
<td></td>
</tr>
<tr>
<td>Uses a title that clearly relates to the experiment.</td>
<td>Uses a title that somewhat relates to the experiment.</td>
<td>Does not include a title that relates to the experiment.</td>
<td></td>
</tr>
<tr>
<td>Effectively organizes the Test the Hypothesis section in sequenced steps.</td>
<td>Adequately organizes Test the Hypothesis sections in sequenced steps.</td>
<td>Does not organize the Test the Hypothesis sections into sequenced steps.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expression</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently uses above- and at-level vocabulary and sequence words.</td>
<td>Somewhat consistently uses at-level vocabulary and sequence words.</td>
<td>Does not consistently or accurately use at-level vocabulary or sequence words.</td>
<td></td>
</tr>
<tr>
<td>Consistently and accurately uses present simple and past simple.</td>
<td>Somewhat consistently and accurately uses present simple and past simple.</td>
<td>Does not consistently or accurately use present simple or past simple.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conventions</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently and accurately uses simple, complete sentences.</td>
<td>Somewhat consistently and accurately uses simple, complete sentences.</td>
<td>Does not use simple, complete sentences.</td>
<td></td>
</tr>
<tr>
<td>Consistently spells above- or at-level vocabulary correctly.</td>
<td>Somewhat consistently spells at-level vocabulary correctly.</td>
<td>Does not spell at-level vocabulary correctly.</td>
<td></td>
</tr>
<tr>
<td>Consistently and accurately uses capital letters and end punctuation.</td>
<td>Somewhat consistently and accurately uses capital letters and end punctuation.</td>
<td>Does not capitalize words or use end punctuation correctly.</td>
<td></td>
</tr>
<tr>
<td>Consistently and accurately uses commas after sequence words.</td>
<td>Somewhat consistently and accurately uses commas after sequence words.</td>
<td>Does not use commas after sequence words.</td>
<td></td>
</tr>
</tbody>
</table>