

Share Science Ideas

Use evidence to explain an investigation in more than one way.

2.3.B “communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence that tells what the students observed. Circle the words that show how they shared their explanation with others.

Ice Cube Investigation

- ① Mia and Jay put one ice cube in a sunny spot and one in a shady spot. After ten minutes, the sunny ice cube was smaller. They wrote both observations in their science notebooks.
- ② Mia said that the sun made the ice melt faster because the sunny cube became smaller. Jay said their observation supported that idea. They practiced saying the explanation to each other before sharing it.
- ③ At the science meeting, Jay held up their notebook and read the observation. Mia explained the idea aloud. Their teacher asked a question, so they answered together. The class could hear the reason and see the evidence.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What observation did Mia and Jay use as evidence? Write the observation.

2 How did Mia and Jay communicate with each other before the science meeting?

3 Name two ways Mia and Jay shared at the science meeting. Tell what classmates could learn from each way.

3 YOUR TURN _____ Your own words

Your class wants to find out whether a paper towel works better folded or flat for soaking a spill. Write a claim and one observation that could support it. Then tell how you would share your explanation with a partner and with the class.

PART 1 • READ AND MARK

Underline the sentence that tells what the students observed. Circle the words that show how they shared their explanation with others. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What observation did Mia and Jay use as evidence? Write the observation.	After ten minutes, the ice cube in the sunny spot was smaller.
2	How did Mia and Jay communicate with each other before the science meeting?	They practiced saying their explanation to each other.
3	Name two ways Mia and Jay shared at the science meeting. Tell what classmates could learn from each way.	Jay held up and read from the notebook so classmates could see and hear the observation. Mia explained the idea aloud so classmates could hear the reason.

PART 3 • YOUR TURN (SAMPLE ANSWER)

The folded towel soaked up more water, so I think folding helps it soak a spill. I would tell a partner my observation and listen to the partner's idea. Then we would show our notes and explain our solution aloud to the class.

Accept the passage evidence stated in equivalent words. For Your Turn, accept a sensible claim tied to an observation and a plan that includes communication with a partner and with the class in at least two formats or settings.