

Share Science Findings

Notice claims, evidence, and ways a team communicates.

3.3.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 Maya's claim and the observations that support it. Circle each way the students share their ideas, so you can notice how scientists communicate alone and with a team.

The Bean Seed Test

- ① In science club, Maya's team wanted to learn whether bean seeds need water to sprout. They placed three seeds on a dry paper towel and three seeds on a wet paper towel. Each group went into its own clear cup. The team put both cups near the same window. They planned to check the seeds each day and write what they saw.
- ② After four days, the wet towel seeds had tiny roots. The dry towel seeds had not changed. Maya wrote a short claim in her notebook: “Bean seeds need water to begin sprouting.” Under her claim, she listed the observations that supported it. Her notebook explanation helped her share her thinking clearly before the team met.
- ③ At the meeting, Maya read her notebook statement aloud. Luis showed the two cups to the group, and Nia made a labeled class chart of the daily changes. The students agreed that their test was fair because the cups were kept in the same place. They decided to repeat the test with more seeds, then share their results in a poster for other classes.

2 ANSWER WITH EVIDENCE Use the passage

1 What claim did Maya communicate in her notebook?

2 What two observations supported Maya's claim?

3 How did Luis and Nia each help the group communicate its results?

4 What will the team do next, and how will it share the results?

3 YOUR TURN Your own words

Imagine you and a partner tested ice in sunlight and ice in shade. Write three sentences: state a claim, give one observation, and tell how you would share the result by yourself and with your partner.

PART 1 • READ AND MARK

Underline Maya's claim and the observations that support it. Circle each way the students share their ideas, so you can notice how scientists communicate alone and with a team. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What claim did Maya communicate in her notebook?	Bean seeds need water to begin sprouting.
2	What two observations supported Maya's claim?	The seeds on the wet towel had tiny roots after four days. The seeds on the dry towel had not changed.
3	How did Luis and Nia each help the group communicate its results?	Luis showed the two cups to the group. Nia made a labeled class chart of the daily changes.
4	What will the team do next, and how will it share the results?	The team will repeat the test with more seeds and share the results in a poster for other classes.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our claim is that ice in sunlight melted faster than ice in shade. The sunny ice became a puddle first, while the shaded ice still had a small piece. I will write the result in my notebook, and my partner and I will explain it with a chart to the class.

Accept answers that accurately identify the passage's claim, observations, and communication methods. For the open response, accept a sensible claim and observation plus one individual and one collaborative way to share the result.