

Listen Like Scientists

Use evidence and respectful replies during science talk.

3.3.C “listen actively to others’ explanations to identify relevant evidence and engage respectfully in scientific discussion.”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each piece of evidence, circle each respectful listening response, and number the questions or test ideas that could help the class learn more.

A Pill Bug Discussion

- ① In Ms. Chen's class, teams observed pill bugs in a tray with one damp, dark side and one dry, bright side. After ten minutes, Maya said, “I think pill bugs chose the damp side because it felt safer.” She pointed to the group's count: nine pill bugs were on the damp side, and one was on the dry side.
- ② Luis listened before speaking. He said, “Maya's count supports her idea because more pill bugs were on the damp side.” Then he added, “Could the darkness matter too?” Maya replied, “That is possible, because the damp side was also dark.” The class wrote down this new question instead of saying Maya was wrong right away.
- ③ Jordan had a different explanation. He said, “We need another test before we decide that dampness is the reason. In this tray, dampness and darkness changed together.” He suggested making two places equally dark, with one damp and one dry. Priya answered, “I heard you say we should change only one thing. That test could show whether dampness affects where the pill bugs go.”

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What evidence did Maya use to support her idea?

2 How did Luis show that he listened to Maya's explanation?

3 What question did Luis add that could help the class learn more?

4 Why did Jordan say the class needed another test?

3 YOUR TURN _____ Your own words

Write three sentences for a science discussion about a classmate's explanation of an observation you made. First restate the classmate's idea, then give one observation or measurement as evidence, and last ask a respectful question or suggest a fair next test.

PART 1 • READ AND MARK

Underline each piece of evidence, circle each respectful listening response, and number the questions or test ideas that could help the class learn more. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What evidence did Maya use to support her idea?	She used the count showing that nine pill bugs were on the damp side and one was on the dry side.
2	How did Luis show that he listened to Maya's explanation?	He repeated that Maya's count supported her idea because more pill bugs were on the damp side.
3	What question did Luis add that could help the class learn more?	He asked whether the darkness could matter too.
4	Why did Jordan say the class needed another test?	The damp side was also dark, so dampness and darkness changed together. A new test could change only one thing.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I heard Sam say that our bean plant grew taller because it got more sunlight. Our chart shows that it grew 3 centimeters after we moved it to the sunny window. Could we keep two plants alike except for light to test Sam's idea?

Accept evidence that is a specific observation or measurement, not just an opinion. In Part 3, accept varied topics if the response restates an idea, gives relevant evidence, and uses a respectful question or fair test suggestion.