Share Science Clearly

Explain a test with evidence, formats, and teamwork.

4.3.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 group's claim and the evidence that supports it. Circle details that show how the group shared its explanation with other people.

Puddles and Sunlight

1. During recess, Maya noticed that puddles near the blacktop disappeared before puddles under a tree. In science class, her group asked whether sunlight affects how fast water evaporates. They placed equal spoonfuls of water in two shallow cups. One cup sat in sunlight, and one sat in shade. The group measured the water left after one hour.

2. The group agreed that Leo would read the measurements aloud while Maya wrote them on a class chart. They compared the amounts and found less water in the sunny cup. Their claim was that sunlight made the water evaporate faster. To support the claim, they used the equal starting amounts and the one-hour measurements from both cups.

3. For the class meeting, Maya gave a short spoken explanation. She stated the question, claim, and evidence in order. Leo held up a poster with the cup labels and measurements, so classmates could follow the explanation. Afterward, a classmate asked why the cups had equal starting amounts. Maya answered that this made the comparison fair. The group listened, then added that reason to its written report.

2 ANSWER WITH EVIDENCE

Use the passage

1. Write the group's claim and one piece of evidence they used to support it.

2. Name two different formats the group used to share its explanation.

3. How did Maya answer the classmate's question about equal starting amounts?

4. What three parts did Maya state in her spoken explanation, and why could classmates follow it?

3 YOUR TURN

Your own words

Imagine your group tested which paper towel holds more water. Write four sentences for classmates that state the question, claim, and measurement evidence, and explain how two group members will share the explanation in two different formats.

ANSWER KEY

Share Science Clearly

GRADE 4 · TEKS 4.3.B

PART 1 · READ AND MARK

Underline the group's claim and the evidence that supports it. Circle details that show how the group shared its explanation with other people. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Write the group's claim and one piece of evidence they used to support it.	**Claim: Sunlight made the water evaporate faster. Evidence: After one hour, less water was left in the sunny cup, and both cups began with equal spoonfuls.**
2	Name two different formats the group used to share its explanation.	**They used a spoken explanation and a poster. They also used a class chart and a written report.**
3	How did Maya answer the classmate's question about equal starting amounts?	**She said that equal starting amounts made the comparison fair.**
4	What three parts did Maya state in her spoken explanation, and why could classmates follow it?	**She stated the question, claim, and evidence. Classmates could follow because Leo showed a poster with cup labels and measurements.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our question was which paper towel holds more water. Paper towel A held more water than Paper towel B. A held 18 spoonfuls, while B held 12 spoonfuls. I will explain the claim aloud, and Jordan will show our measurements on a poster.

Accept equivalent claims and evidence that fit the student's imagined paper towel test. The response should include a question, a claim, measurement evidence, two group members, and two communication formats.