

Listen Like Scientists

Use observations and respectful talk to examine a scientific explanation.

4.3.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 observation or recorded result. Circle each respectful listening move, such as restating an idea, asking a checking question, or agreeing to compare notes.

The Ice Cube Discussion

- ① In science club, Maya, Leo, and Priya tested what melts an ice cube fastest. Each group put one equal-size ice cube on a tray. Maya's group sprinkled salt on its cube. Leo's group covered a cube with sand. Priya's group left a cube plain. The students watched for ten minutes and wrote what they saw.
- ② Maya explained, “My ice cube became smaller first. Salt can lower water’s freezing point, so I think salt helped it melt.” Leo listened without interrupting. He said, “I heard you say that your observation was the cube becoming smaller first.” Then he asked, “How do we know the ice cubes started at the same size?”
- ③ Priya added, “My plain ice cube was still larger after ten minutes. That result supports Maya’s idea, but we should compare all our notes before deciding.” Leo replied, “I agree that we need all the notes. My sand-covered cube changed slowly, but I want to check the times we recorded.” The group compared their notes and planned to repeat the test with new, equal-size cubes.

2 ANSWER WITH EVIDENCE Use the passage

1 Which observation did Maya use as evidence for her idea about salt?

2 What did Leo say he heard Maya explain?

3 What question did Leo ask, and what part of the test was he checking?

4 Name one respectful discussion move made by Leo or Priya. Explain how it helped the group use evidence.

3 YOUR TURN Your own words

A classmate says, "The plant by the window grew 4 centimeters, but the plant in the closet grew 1 centimeter. Light made the difference." Write exactly two sentences. First, respectfully restate the classmate's evidence. Then ask one question that would help check the explanation.

PART 1 • READ AND MARK

Underline each observation or recorded result. Circle each respectful listening move, such as restating an idea, asking a checking question, or agreeing to compare notes. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which observation did Maya use as evidence for her idea about salt?	Her ice cube became smaller first.
2	What did Leo say he heard Maya explain?	He heard that Maya's observation was that her cube became smaller first.
3	What question did Leo ask, and what part of the test was he checking?	He asked how they knew the cubes started at the same size. He was checking whether the test began fairly.
4	Name one respectful discussion move made by Leo or Priya. Explain how it helped the group use evidence.	Examples: Leo restated Maya's observation, asked a checking question, or said he wanted to check recorded times. Priya said the group should compare all notes before deciding. These moves help the group examine evidence carefully.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I heard that the window plant grew 4 centimeters while the closet plant grew 1 centimeter. Did both plants get the same amount of water?

Accept accurate restatements of both growth measurements and a respectful question that checks another possible difference, such as water, soil, plant type, or starting size. The student response must contain exactly two sentences.