

Share Science Clearly

Use evidence, questions, and formats to explain a science result.

5.3.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 a statement that gives evidence, circle words that show people working together, and number the three communication formats used in the passage.

Testing Ice Wraps

- ① During a class investigation, Amina’s team wanted to slow the melting of ice. Each group wrapped equal ice cubes in a different material and waited ten minutes. Amina first worked alone. In her science notebook, she wrote a claim: felt kept the ice coolest. She supported the claim with her observation that the felt-wrapped cube left the smallest puddle.
- ② Next, Amina shared her notebook statement aloud with her team. Diego asked whether every cube had started at the same size, because a fair test needs equal starting cubes. The team checked its notes and agreed that they had used equal cubes. Together, they changed their explanation to include this detail. Their spoken discussion helped them make the explanation clearer before sharing it.
- ③ Finally, the team made a small poster for another class. The poster used a heading, a sentence explaining the result, and a short list of steps for testing materials fairly. Amina said the felt could be useful inside a lunch bag, but she also wrote that one test was not enough to prove it works every time. The group planned to repeat the test.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What format did Amina use when she first communicated her claim by herself? What evidence did she include?

2 What question did Diego ask, and how did it help the team improve its explanation?

3 Name two features the team put on its poster. How did these features help another class understand the investigation?

4 What limitation did Amina include in the poster message? Why is it important to communicate this limitation?

3 YOUR TURN _____ Your own words

Your class tests which paper airplane design travels farthest. Write a four-sentence message for a team meeting. State a claim, give one observation as evidence, ask one fair-test question, and suggest a way the team could share its result with another class.

PART 1 • READ AND MARK

Underline a statement that gives evidence, circle words that show people working together, and number the three communication formats used in the passage. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What format did Amina use when she first communicated her claim by herself? What evidence did she include?	She used a science notebook. She wrote that the felt-wrapped cube left the smallest puddle.
2	What question did Diego ask, and how did it help the team improve its explanation?	Diego asked whether every cube had started at the same size. The team checked its notes and added that they used equal cubes, making the explanation clearer and showing a fair test.
3	Name two features the team put on its poster. How did these features help another class understand the investigation?	The poster had a heading, a sentence explaining the result, and a short list of fair-testing steps. Any two features are acceptable. They organized the result and showed how the materials were tested fairly.
4	What limitation did Amina include in the poster message? Why is it important to communicate this limitation?	She wrote that one test was not enough to prove felt works every time. This tells readers that the result should be tested again before making a strong conclusion.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I think the wide-wing design traveled farthest. In our test, it flew 6 meters, farther than the other designs. Did each design use the same kind and size of paper? We could make a poster with our claim, evidence, and fair-test steps for another class.

Accept clear claims supported by a relevant observation, a question about controlling a test condition, and a realistic communication format. Student details and results may vary if the explanation is logical and complete.