

TEXAS GRADE 1 SCIENCE

Developmental Series Sample

Knowledge and Skills Statement

(1.2) Scientific processes: The student develops abilities necessary to do scientific inquiry in the field and the classroom.

Student Expectation

(A) The student is expected to ask questions about organisms, objects, and events.

ACTIVITY

I Wonder . . .

Materials

For each group of 3 or 4 students:

I Wonder . . . illustrations sheet

For each student:

I Wonder . . . activity sheet

Background

The process of understanding begins with a question. The scientific knowledge that we have today exists because scientists throughout history asked countless questions and performed research to find answers. Questions continue to arise with the endless search for understanding. The most valuable tools for a budding scientist are a questioning mind and a desire to seek answers. *I Wonder . . .* presents students with an opportunity to ask questions about observed organisms, objects, and events.

Procedure

The *I Wonder . . .* activity encourages students to work cooperatively within a small group. They are to formulate a series of questions about two organisms, an object, and an event depicted on the *I Wonder . . .* illustrations sheet. Each member of the group is required to ask at least one question about each illustration.

Assign students to small groups with three or four members in each group. Distribute illustrations sheets to groups and an *I Wonder . . .* activity sheet to each student. Groups examine the illustrations, with each member asking a question about the organism, object, or event portrayed in the illustration.

After students have had time to formulate their questions, they volunteer questions related to each illustration. As students provide questions, write the questions on the board. Use the questions as springboards for additional questions. This



mimics the manner in which scientists ask or answer one question, only to find that they have many more questions. Go through the activity sheet as a class. Students use the information on the board to write a question related to each picture on their activity sheets.

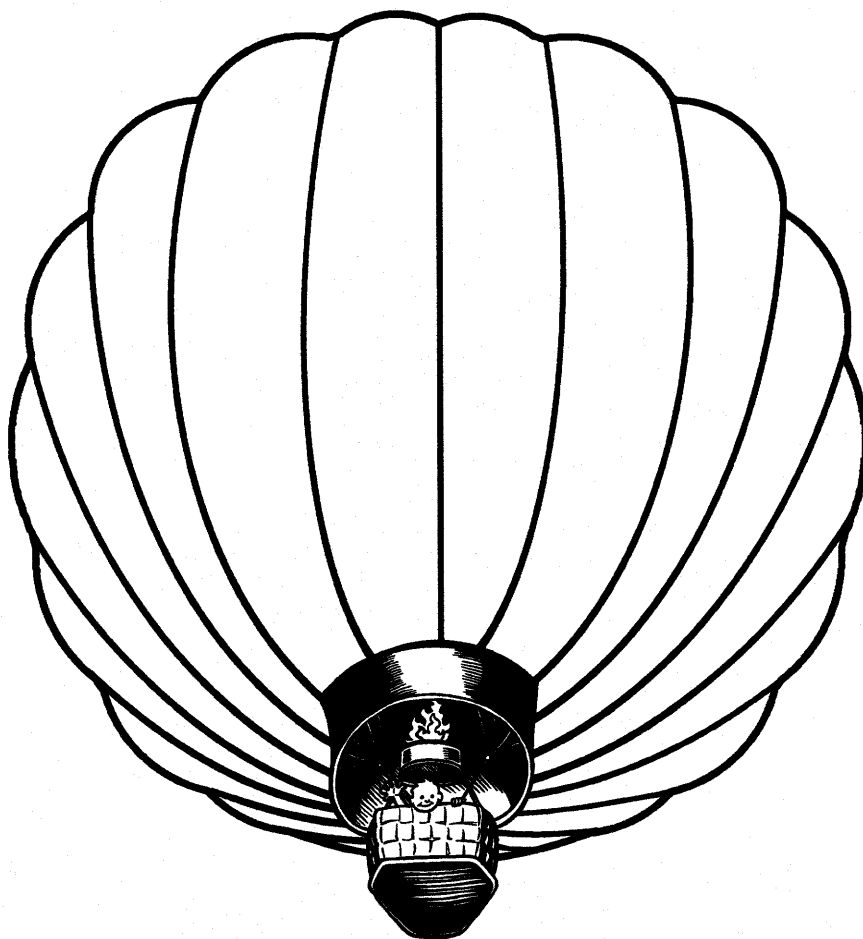


I Wonder . . . Illustrations Sheet

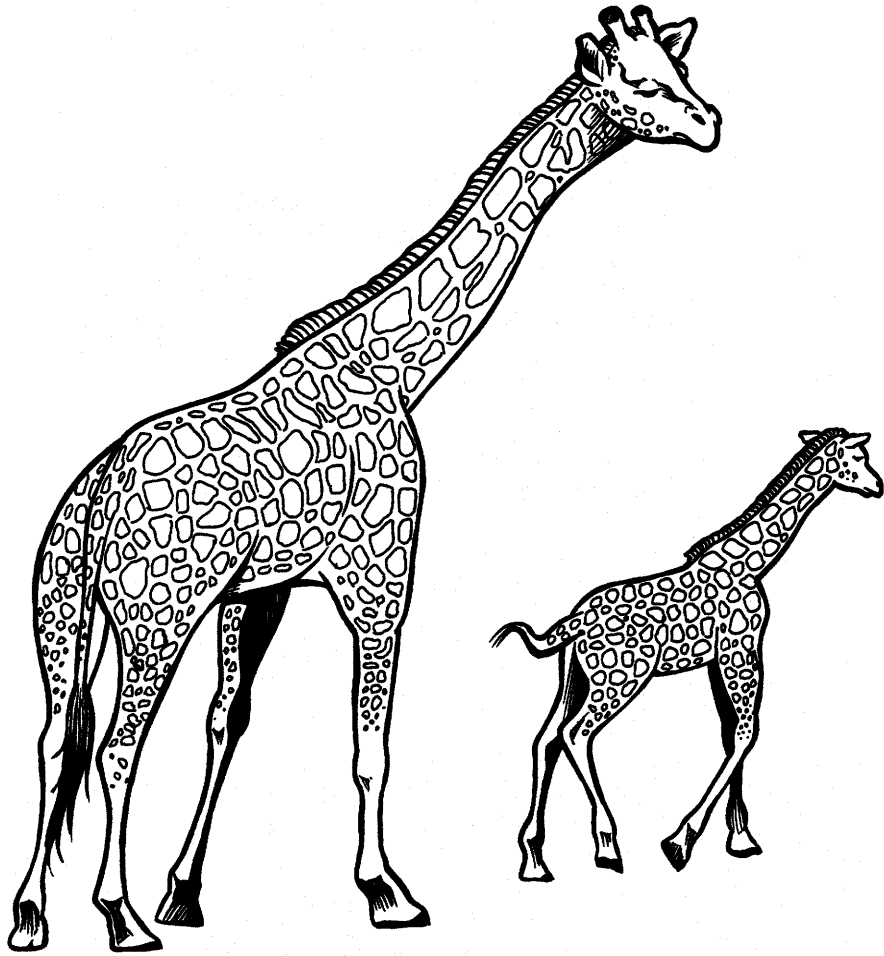
1



2



3



4



I Wonder . . . Activity Sheet

Background

What do most people do when they want to know something? They ask a question! Scientists also learn things by first asking questions. Their questions help them plan an experiment to find answers. Scientists need to ask the right questions if they want to get the right answers. *I Wonder . . .* will help you practice asking questions about different things and events.

Procedure

With your group, look at the picture. Think about questions that come to your mind. Questions can begin with "what," "why," "how," "where," or even "when." Share your questions with your group. Share your questions with your classmates while your teacher writes them on the board. Now, write a question about each picture.

Picture 1

Write a question about this picture.



Picture 2

Write a question about this picture.

Picture 3

Write a question about this picture.

Picture 4

Write a question about this picture.



Developmental Series Sample

Knowledge and Skills Statement

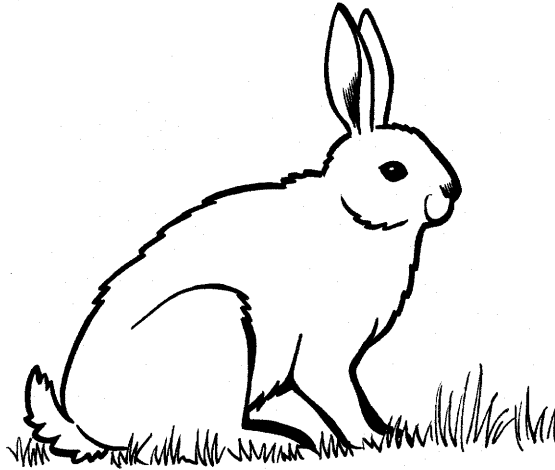
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Student Expectation

(A) The student is expected to ask questions about organisms, objects, and events.

(Questions 1-2 of 4)

1 Lucy sees a rabbit sitting in the grass.



Lucy wants to know more about the rabbit's home. What question should Lucy ask about the rabbit?

- A Is the rabbit happy?
- B Why does a rabbit have long ears?
- C Where does the rabbit live?
- D What does the rabbit eat?



2 Jane looks at her grandfather's old pocket watch.



What question should Jane ask her grandfather to learn more about pocket watches?

- (A) How does the pocket watch work?
- (B) Can I have the pocket watch?
- (C) Do you have another watch?
- (D) What time is it?

