

Purpose

In this activity, you will reflect on your experience guiding children in the process of developing the best recipe for oobleck; planning how to communicate their solution to a target audience; and then actually sharing the final communication product.



How does a teacher guide students in creating and communicating a process?

Predictions, Observations and Making Sense

Part 1: Sharing Your Ideas about Your Experience

Answer the questions below for your own interview with children, and then share your responses within your group.



What went well during your facilitation of the oobleck activity?



What did you find challenging?



What criteria did the children you interviewed use in deciding which of their samples was the best oobleck? Did anything about their choice surprise you?

Who was the target audience of your children's communication product (the written/drawn product and/or video product they created)?



How effective do you think the children's product was in communicating their method for creating the best oobleck and its uses? Why do you think so?

Part 2: Communication Performance Expectations

Associated with NGSS Practice 8, *obtaining, evaluating, and communicating information*, are performance expectations specifically related to the communication of scientific or engineering information:

- *Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas. (Grades K-2)*
- *Communicate scientific and/or technical information orally and/or in written formats, including various forms of media as well as tables, diagrams, and charts. (Grades 3-5)*

Now reflect on the communication product the children designed and developed with your assistance. Think about what you did to facilitate their work.



To what extent do you think the child(ren) you interviewed achieved or made progress toward the (appropriate grade level) performance expectation?



If the child(ren) did not achieve the performance expectation, or make sufficient progress towards its achievement, what do you think you could have done differently so the activity would have been more successful?

Part 3: Sharing your responses

Meet with another group, share some of your responses to the various questions in Parts 1 and 2, and listen to their responses.



Name two things that you found most interesting about the other group's responses to the questions.

References

National Research Council. (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press.

Achieve (2012). *Next Generation Science Standards*. Available at <http://www.nextgenscience.org/>

