



Young Scientist: Observe, Ask, Test

LEARNING GOAL

Use careful observation, questions, simple predictions, fair comparisons and evidence-based conclusions.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Use careful observation, questions, simple predictions, fair comparisons and evidence-based conclusions.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Words & ideas to notice

SCIENCE

Say the words, use them in conversation, then return to them during the activities.

Observe

Use it in your own sentence or explanation.

Question

Use it in your own sentence or explanation.

Predict

Use it in your own sentence or explanation.

Test

Use it in your own sentence or explanation.

Evidence

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to working scientifically.

1

An observation is what you notice using senses or measuring tools.

2

A prediction is what you think may happen and should be checked against evidence.

SHOW IT ANOTHER WAY

I notice

I wonder

I predict

I found

Adult: model the first item. Child: explain what you notice or how you know.

1 Write one observation about an object.

2 Turn an observation into a question.

3 Make a prediction before a simple test.

4 After testing, say whether the evidence supported your prediction.

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Write one observation about an object.

2 Turn an observation into a question.

3 Make a prediction before a simple test.

4 After testing, say whether the evidence supported your prediction.

5 Why should we change only one important thing when comparing two tests?

SHOW YOUR THINKING

Use the idea in a new way

SCIENCE

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Make a prediction before a simple test.
- 2 After testing, say whether the evidence supported your prediction.
- 3 Why should we change only one important thing when comparing two tests?
- 4 Is "I like the blue one" an observation about a measurable property? Explain.
- 5 Write one observation about an object.

SHOW YOUR THINKING

Talk 1 Why should we change only one important thing when comparing two tests?

Talk 2 Is "I like the blue one" an observation about a measurable property? Explain.

Talk 3 What strategy, clue or observation helped you most with working scientifically?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Test which of three paper shapes travels farthest when gently pushed across a table. Keep the starting line the same.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Create a mini science notebook page with Question / Prediction / What I did / What happened.

Use this space to draw, label, plan or draft.

Independent challenge

SCIENCE

Try without help first. Then explain or check your work with a grown-up.

- 1 Why should we change only one important thing when comparing two tests?
- 2 Is "I like the blue one" an observation about a measurable property? Explain.
- 3 Create one new example that would help another Grade 1 learner practise working scientifically.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- Controlling other conditions makes the comparison more useful.
- It is a preference, not an objective property observation.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

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