

## Elementary Science Fair

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## Introduce the Unit and Key Vocabulary

Talk with students about what they will learn from the Unique Learning System Unit. Introduce key vocabulary to them using the descriptive teaching method.

**Example:** This month unit 22 is about elementary science and using observational methods to describe and identify items. This unit gives examples like learning about a lemon, using eyes to see, ears to hear, mouth to taste, etc. The next story is Taj and his science fair project to report back on which seed (bean or corn) will grow faster and he makes a guess (hypothesis) about which one. This unit also explores shapes within the science fair. Shapes, number of sides, and whether it is flat or solid, or observations to think about in this unit. Lastly, the unit addresses the life of a pumpkin, including growth, steps, shape, size, color, and how it becomes a pumpkin pie!

## Read Passages While you TAAP

As you read the passages within each unit with students, remember to

TAAP: Talk about it, Ask a question, Acknowledge via response, and

Propel the conversation or Predict!

(View the TAAP resource on the AAC Language Lab to learn more about the TAAP strategy!)

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### Sample TAAP words/phrases:

Talk About It	Ask Questions	Acknowledge via Response	Propel the Conversation or Predict
feel guess learn listen look smell, taste	What are senses? What things do you take a guess about? What do you like to learn about? Why is it important to use your senses when doing something?	I agree Great thinking Way to go! Nicely done You're right	I think... Let's see Tell me more What else What's next



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### Talk About What you Learned

Summarize the unit with students and talk about what they learned. Ask open-ended questions to discuss what everyone thought, and to get them thinking about and reflecting on what they read.

#### Sample questions for discussion:

What did you learn today about science? Why is important to use your senses? What do you do to collect your data (write it down, draw, type it into a computer)? What are some questions we ask to help us conduct experiments? What are some tools that we could use to help us conduct these experiments (write, measure, think)?

### Discussion for Comprehension

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After reading and summarizing the unit with students, use descriptive testing to further discuss the students' understanding of the unit or passage. Pose questions in a way that allows the student to answer the question using any word on their device.

#### Sample Descriptive Testing Questions and responses:

What does Alana want to learn about?	What will you see at a Science Fair?	What are some ways you can show others the results of your experiment?
<ul style="list-style-type: none"> <li>lemons</li> <li>hear with ears</li> <li>see with eyes</li> <li>taste with tongue</li> <li>learn about senses</li> </ul>	<ul style="list-style-type: none"> <li>many people and tables</li> <li>learn about projects</li> <li>use senses</li> <li>look at new things</li> <li>guess the end</li> </ul>	<ul style="list-style-type: none"> <li>make pictures to show results</li> <li>show and tell</li> <li>point to it</li> <li>draw a picture</li> </ul>