prc-saltillo

2022 Scientist Lab Book

This lab book belongs to:

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Notes About the Lab Book

For best results, print this lab book double-sided (flip on the long edge when printing, if given the option).

In the monthly experiments, you will notice a few things:

- We have completed the **Observation** and **Question** steps in the scientific method each month in Experiment 1.
- Experiment 2 is all blank for you to practice those steps of the scientific method.
- **Science Terms to Know** are provided for each experiment. The science term is listed in bold and core words that describe that term are provided after. Using the descriptive method, you do not need to add all these new words to the vocabulary!

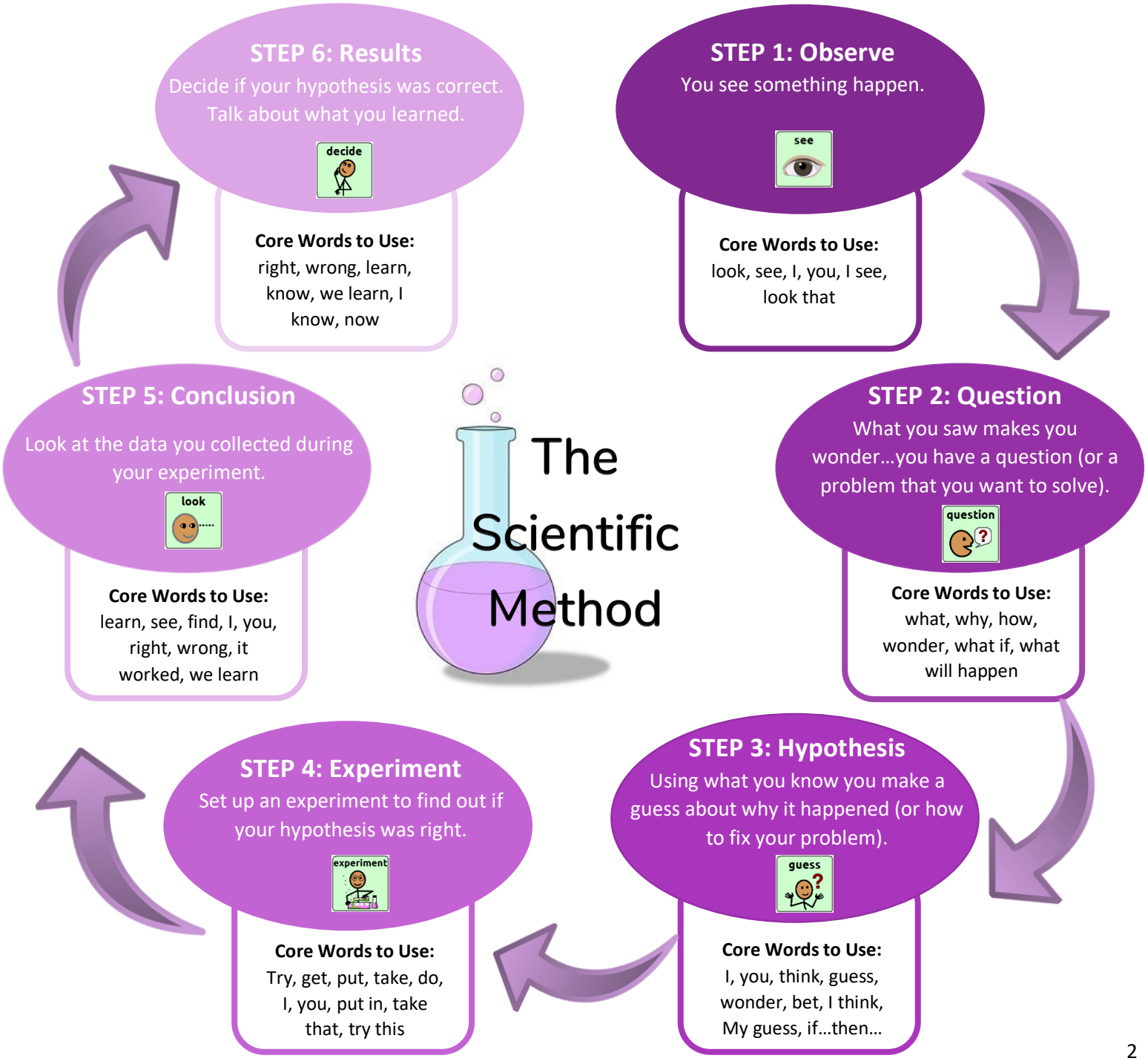
Sequencing Cards – these cards are provided as an extra activity. Once you complete the experiment (or before while preparing), you can sequence the steps.

Question Cards and **Hypothesis Cards** are visual prompts or sentence starters. Print these pages separately on card stock so you can reuse them throughout the year!

Science discovers new things every day! Scientists learn about people, bacteria, animals, space, and so much more! How we get these answers and learn these things is by using the scientific method.

The way we learn new things using the scientific method is always the same. First, we see something happen in the world, which makes us question why that happened. The next steps include guessing why that happened, experimenting, and deciding if we were right. If we were right, we learned something new! If not, we begin the scientific method again to learn the answer to our question.

As you go through the Scientist Lab Book this year, we want you to use the scientific method! Learn more about the steps of the scientific method below and get some ideas on core words you can use throughout the process.



TAAP Your Way Through Science

Research tells us that as we grow, we communicate in different ways. It is important to move beyond the level of expressing wants and needs. Individuals who use AAC learn best when language is modeled to them using their AAC system. When modeling, there are many useful strategies you can employ to model and grow language!

Try using this simple acronym to learn and remember what to model on an AAC system. Using the TAAP method, you can focus on modeling language naturally while completing a fun, engaging activity with the individual using AAC.

Learn more about the steps of the TAAP method below.

Pick an Activity

_____

For example: reading a book, cars, etc.

Decide How Often to TAAP

_____

For example: every 2 pages, every two turns, etc.

Talk About It!

T

Yuck! Cool! Look at that! We want you to take this opportunity to engage the AAC learner by modelling naturally. Follow the learner's lead and talk about what you see, feel, think, or are doing. Make a comment, share a piece of information, or state or opinion.

Ask an Open-ended Question

A

Asking open-ended questions helps grow language! When we ask open-ended questions, AAC learners can respond with their true thoughts and feelings using a variety of words. Most open-ended questions start with wh- words, like what, where, when, why, and even how.

Acknowledge Via Response

A

Always acknowledge what the AAC learner says. You can agree or disagree, correct an answer, share your opinion, or even laugh! There are many ways to acknowledge what the individual says. Remember, AAC learners may not use the device to respond at first; they may gesture or point. Make sure to watch, respond, and model!

Propel the Conversation or Predict

P

Keep the conversation going! You can make a prediction about what will happen next, encourage your communication partner to keep going, or share your own ideas. Remember to model and keep it natural!

Start TAAPing from the beginning!

TAAP Your Way Through Science

You can TAAP your way through any activity! TAAPing your way through is a great way to engage the AAC learner in conversation in a natural and fun way. Using the TAAP method will help move beyond requesting and make communication during any activity meaningful!

As you go through the experiment, focus on the AAC learner. What does the individual think? Is it cool? Or Weird? Follow the individual's lead and keep TAAPing your way through the experiment!

Pick your activity, decide how often you will TAAP, and have fun communicating and modeling on the AAC device!

Pick an Activity

_____

For example: reading a book, cars, etc.

Decide How Often to TAAP

_____

For example: every 2 pages, every two turns, etc.

Start TAAPing from the beginning!

Talk About It!

What to talk about?
Make a comment about what you see, share, or show something, express a feeling, or state your opinion.

T Core Words to Model

_____
_____
_____

Ask an Open-ended Question

Open-ended questions typically start with a wh- question word and have an answer that is not yes or no.

A Core Words to Model

_____
_____
_____

Acknowledge Via Response

Acknowledging the AAC learner can look like a lot of different things. You may repeat what the AAC learner said or you may expand. Keep it natural.

A Core Words to Model

_____
_____
_____

Propel the Conversation or Predict

We make predictions and talk about the future all the time! It is important to model this for AAC learners too!

P Core Words to Model

_____
_____
_____

January Lab Report: Let's Make Snow!

Experiment 1

Observation:

It snows a lot in January in some places.

Question:

Can we make something that looks and feels like snow?

Hypothesis:

Science Concepts to Know:

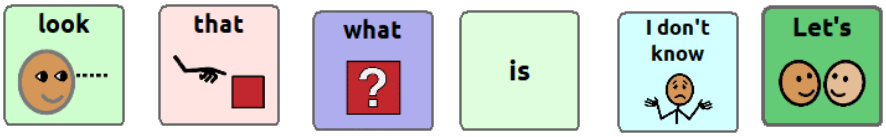
Freezing – very cold, cold enough

Precipitation – only when cold, snow, rain

Conduct the Experiment:

Refer to Calendar for materials and experiment directions.

Model These Core Words During the Experiment



Collect and Analyze Data:

Conclusion and Results:

January Lab Report: Snowstorm in a Jar

Experiment 2

Observation:

Question:

Hypothesis:

Science Concepts to Know:

Freezing – very cold, cold enough

Precipitation – only when cold, snow, rain

Conduct the Experiment**:**

Materials:

- Water (about 1 cup)
- Baby oil
- Glitter
- Alka-Seltzer
- White paint
- Blue food coloring (optional)
- Mason jar (or another container)
- Stirring stick
- Bowl

Directions:

1. Fill jar ¾ of the way full with baby oil. In separate bowl, mix water and a few drops of white paint.
2. Add glitter and blue food coloring to oil as desired. Then add water and paint mixture to top off the jar.
3. Drop one Alka-Seltzer in the jar and watch the snow storm!

Collect and Analyze Data:

Conclusion and Results:

February Lab Report: Make It Melt! Experiment 1

Observation:

In the winter months, ice is on the ground and it is slippery.

Question:

How can we be safe and make ice melt?

Hypothesis:

Science Concepts to Know:

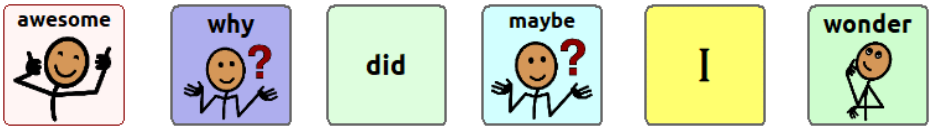
Freezing – very cold, cold enough, ice

Melt – get warm, turn water

Conduct the Experiment:

Refer to Calendar for materials and experiment directions.

Model These Core Words During the Experiment



Collect and Analyze Data:

Conclusion and Results:

February Lab Report: Ice Cream in a Bag

Experiment 2

Observation:

Question:

Hypothesis:

Science Concepts to Know:

Freezing – very cold, cold enough, ice

Melt – get warm, turn water

Conduct the Experiment**:**

Materials:

- 1 quart size plastic bag
- 1 gallon size plastic bag
- Oven mitts
- 1 c heavy cream
- 2 tbsp sugar
- ½ tsp vanilla extract
- 3-4 c of ice
- ¼ c kosher salt

Directions:

1. In the quart size bag, add cream, sugar, and vanilla extract. Seal the bag and shake well to mix all ingredients.
2. In the gallon size plastic bag, add salt and ice. Seal the bag and shake to combine.
3. Place the quart size bag in the gallon size bag and reseal the gallon size bag. Put on oven mitts (to protect from the cold) and shake and turn the gallon size bag containing the ice, salt, and the quart size bag.
4. Shake and turn for 7-10 minutes. Enjoy your ice cream!

Collect and Analyze Data:

Conclusion and Results:

March Lab Report: Magnificent Magical Milk! Experiment 1

Observation:

Food coloring changes the color of water and other liquids.

Question:

What happens to food coloring in different liquids?

Hypothesis:

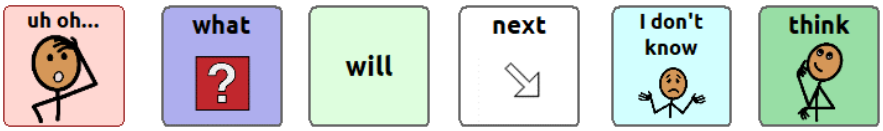
Science Concepts to Know:

Liquid – wet, like something to drink

Conduct the Experiment:

Refer to Calendar for materials and experiment directions.

Model These Core Words During the Experiment



Collect and Analyze Data:

Conclusion and Results:

March Lab Report: Magic Melting Skittles

Experiment 2

Observation:

Question:

Hypothesis:

Science Concepts to Know:

Liquid – wet, like something to drink

Conduct the Experiment**:**

Materials:

- Bag of Skittles
- Plate or bowl (white works best to see the colors)
- Warm water

Directions:

1. Place bowl or plate on a level surface (somewhere you will not have to move it to watch once the warm water is poured).
2. Place Skittles all around the edge of the plate or bowl. Create a fun pattern, if you like.
3. Once Skittles are on the plate or bowl, slowly pour in the warm water to cover the Skittles about halfway (do not pour in too much water. You do not want the Skittles to float or move).
4. Watch the colors melt to make a rainbow.

Collect and Analyze Data:

Conclusion and Results:

April Lab Report: Invisible Forces!

Experiment 1

Observation:

Sometimes things move without being touched by a person or other object.

Question:

What “invisible” forces are there around us?

Hypothesis:

Science Concepts to Know:

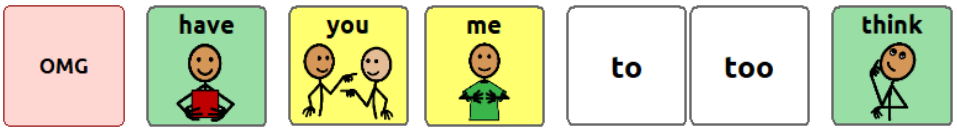
Magnetic – make move, pull, together

Force – make move, make do

Conduct the Experiment:

Refer to Calendar for materials and experiment directions.

Model These Core Words During the Experiment



Collect and Analyze Data:

Conclusion and Results:

April Lab Report: Balloon Rockets

Experiment 2

Observation:

Question:

Hypothesis:

Science Concepts to Know:

Force – make move, make do

Propulsion – make go, make move

Conduct the Experiment**:**

Materials:

- Balloons
- Strong (or yarn)
- Tape
- Scissors
- Drinking straw

Directions:

1. Decide where you want your rocket to fly, for example inside or outside, from one wall to another, or between two chairs, etc. Then cut a piece of string slightly longer.
2. Tape one side of the string to the wall/chair. Next, thread the string through the drinking straw and tape the other end of the string down.
3. Put 2 pieces of tape on the straw. Blow up the balloon; do not tie the end, but hold closed with your fingers. Attach to the straw using the tape. Then let go and watch the balloon rocket!

Collect and Analyze Data:

Conclusion and Results:

May Lab Report: Matter is Everywhere! Experiment 1

Observation:

We can't see air, but it makes balloons get bigger.

Question:

Is air made of matter?

Hypothesis:

Science Concepts to Know:

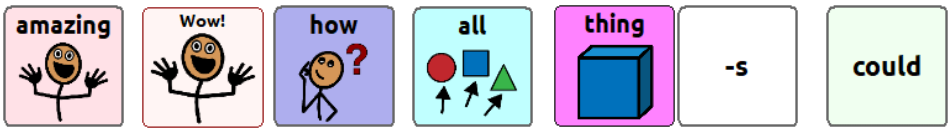
Matter – made of, little things,

Particles – little things, can't see

Conduct the Experiment:

Refer to Calendar for materials and experiment directions.

Model These Core Words During the Experiment



Collect and Analyze Data:

Conclusion and Results:

May Lab Report: Mysterious Oobleck

Experiment 2

Observation:

Question:

Hypothesis:

Science Concepts to Know:

Matter – made of, little things,

Liquid – soft, wet, changes

Solid – hard, not change

Conduct the Experiment**:**

Materials:

- 2 c cornstarch
- 1 c water
- Container or bowl
- Food coloring, if desired (or a packet of Kool-Aid will make scented oobleck)

Directions:

1. In a bowl or container, mix the cornstarch and water.
2. If desired, add food coloring or Kool-Aid to make oobleck a color.
3. Have fun playing with oobleck! Hit it, ball it up, stir it. It's a liquid and a solid!

Collect and Analyze Data:

Conclusion and Results:

June Lab Report: Energy is All Around! Experiment 1

Observation:

Some things move without being touched. Energy is all around!

Question:

How do things move?

Hypothesis:

Science Concepts to Know:

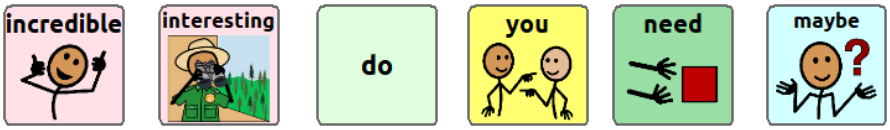
Energy – make move, move,

Transfer – give to, go to

Conduct the Experiment:

Refer to Calendar for materials and experiment directions.

Model These Core Words During the Experiment



Collect and Analyze Data:

Conclusion and Results:

June Lab Report: Solar Oven S'mores

Experiment 2

Observation:

Question:

Hypothesis:

Science Concepts to Know:

Solar – from sun, sun

Energy – make do, make go,

Conduct the Experiment:

Materials:

- Box
- Plastic wrap
- Tape
- Skewer (or something to keep box open).
- Aluminum foil
- S'mores supplies- graham crackers, marshmallows, chocolate

Directions:

1. Cut a flap in the box that you can lift up (like a pizza box top). Bend flap up and cover in aluminum foil, secure with tape. If desired put one piece of foil inside the box, on the bottom.
2. Prop the box flap open with the skewer; secure with tape if needed. Place s'mores inside box.
3. Take plastic wrap and close box. Tape to the flap and box to secure. Place box in sunny spot and let your s'mores cook!
4. Enjoy when chocolate and marshmallow have melted.

Collect and Analyze Data:

Conclusion and Results:

July Lab Report: Explore the Ocean

Experiment 1

Observation:

The ocean is blue and there are lots of things in it!

Question:

How do so many things live in the ocean?

Hypothesis:

Science Concepts to Know:

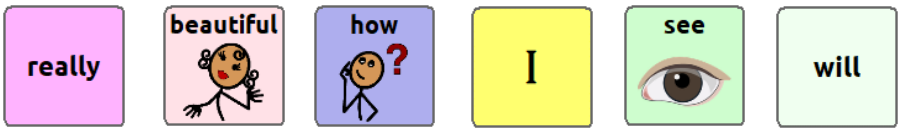
Layers – different things, on top each other

Buoyant – on top, float

Conduct the Experiment:

Refer to Calendar for materials and experiment directions.

Model These Core Words During the Experiment



Collect and Analyze Data:

Conclusion and Results:

July Lab Report: The Water Cycle

Experiment 2

Observation:

Question:

Hypothesis:

Science Concepts to Know:

Evaporate – go away, get dry

Precipitation – rain, get wet, come down

Conduct the Experiment**:**

Materials:

- Gallon size plastic bag
- Tape
- Water (about 2 cups – doesn't need to be exact)
- Blue food coloring (if desired)
- Permanent markers

Directions:

1. Using permanent markers, draw the water cycle onto the plastic bag. Get free water cycle chart here.
2. Heat water to just before boiling (do not boil the water). Add a few drops of food coloring if desired to make the water blue).
3. Pour water into gallon size plastic bag and seal. Tape bag to window or glass door. Observe the water cycle. **If you tape the bag to a window/door that gets direct sunlight, the heat from the sun will continue the water cycle in the bag.

Collect and Analyze Data:

Conclusion and Results:

August Lab Report: Make Your Own Geodes

Experiment 1

Observation:

There are many pretty rocks!

Question:

How do rocks form? And are they made of different things?

Hypothesis:

Science Concepts to Know:

Evaporate – go away, get dry

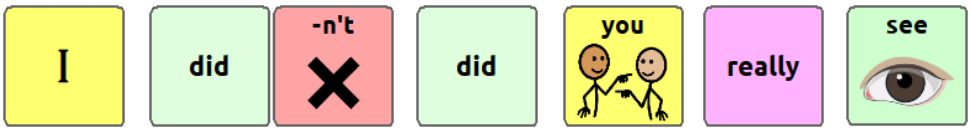
Dissolve – mix in, all in, go in

Formation – grow, make shape

Conduct the Experiment:

Refer to Calendar for materials and experiment directions.

Model These Core Words During the Experiment



Collect and Analyze Data:

Conclusion and Results:

August Lab Report: Stalactite in a Jar

Experiment 2

Observation:

Question:

Hypothesis:

Science Concepts to Know:

Evaporate – go away, get dry

Dissolve – mix in, all in, go in

Formation – grow, make shape

Conduct the Experiment**:**

Materials:

- Two glass jars (or cups)
- Water
- Baking soda
- String
- 2 paper clips
- Shallow dish/plate

Directions:

1. Fill the two glass jars with water. Mix in baking soda. Keep adding baking soda until it no longer dissolves.
2. Cut a piece of string and attach one paper clip to each end.
3. Place jars a few inches apart and put the dish/plate between the two jars. Place the ends of the string in each jar. Make sure to let the string droop a little in between the jars over the dish/plate.
4. Watch your stalactite grow over the next few days!

Collect and Analyze Data:

Conclusion and Results:

September Lab Report: Make Your Own Fossils! Experiment 1

Observation:

We find dinosaur bones and other fossils in the ground.

Question:

How do fossils form for us to find them years later?

Hypothesis:

Science Concepts to Know:

Petrified – get hard, long time

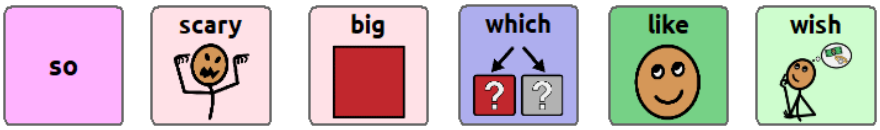
Impression – leave shape

Dissolve – go away, slow, over time, long time

Conduct the Experiment:

Refer to Calendar for materials and experiment directions.

Model These Core Words During the Experiment



Collect and Analyze Data:

Conclusion and Results:

September Lab Report: Disappearing Egg Shell

Experiment 2

Observation:

Question:

Hypothesis:

Science Concepts to Know:

Dissolve – go away, slow, over time, long time

Preserve – make stay, keep here, still here, long time

Conduct the Experiment**:**

Materials:

- Glass jar
- 1 egg
- White vinegar

Directions:

1. Place a fresh, clean egg in the jar.
2. Fill the jar with white vinegar, enough to cover the egg. Make sure to leave some space at the top of the jar (do not fill the jar up with vinegar).
3. Put lid on the jar and leave loose (do not tightly close the lid).
4. Watch the eggshell disappear. After a day, you can remove the egg and touch it.

Collect and Analyze Data:

Conclusion and Results:

October Lab Report: The Colors of Fall

Experiment 1

Observation:

The leaves change color in fall.

Question:

Why do leaves change color?

Hypothesis:

Science Concepts to Know:

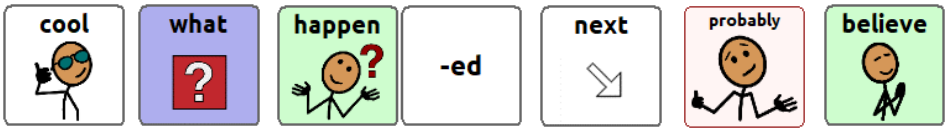
Photosynthesis – get food, grow

Chlorophyll – makes color, colors it

Conduct the Experiment:

Refer to Calendar for materials and experiment directions.

Model These Core Words During the Experiment



Collect and Analyze Data:

Conclusion and Results:

October Lab Report: Color Changing Celery

Experiment 2

Observation:

Question:

Hypothesis:

Science Concepts to Know:

Photosynthesis – get food, grow

Chlorophyll – makes color, colors it

Conduct the Experiment**:**

Materials:

- Fresh celery stalks with leaves (or other leafy vegetable like kale)
- Glass/jar
- Water
- Food coloring

Directions:

1. Fill glass with water. If desired, you can have multiple glasses with different colors.
2. Add a few drops of food coloring and stir.
3. Cut approximately a quarter inch off the bottom of each stalk of celery.
4. Place the stalks in the glass/jar.
5. Watch the celery change color over the next few days!

Collect and Analyze Data:

Conclusion and Results:

November Lab Report: It Starts with a Seed! Experiment 1

Observation:

Plants come back year after year.

Question:

How do plants grow?

Hypothesis:

Science Concepts to Know:

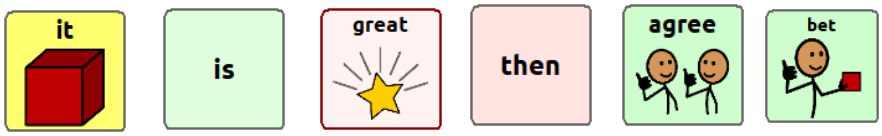
Germination – start grow, first grow

Seedling – little plant, out dirt

Conduct the Experiment:

Refer to Calendar for materials and experiment directions.

Model These Core Words During the Experiment



Collect and Analyze Data:

Conclusion and Results:

November Lab Report: Growing Carrot Tops

Experiment 2

Observation:

Question:

Hypothesis:

Science Concepts to Know:

Germination – start grow, first grow

Seedling – little plant, out dirt

Conduct the Experiment**:**

Materials:

- Carrot
- Shallow dish
- water

Directions:

1. Cut off the top one inch of the carrot.
2. Place carrot in a shallow dish with the stem side up.
3. Pour water in shallow dish (not too much water!). Monitor water each day and add water as needed

Collect and Analyze Data:

Conclusion and Results:

December Lab Report: Don't Spread It! Experiment 1

Observation:

People get sick in the winter.

Question:

How do people get sick?

Hypothesis:

Science Concepts to Know:

Germs/Bacteria/Virus – make sick, some bad, can't see

Transmit – give others, give people

Conduct the Experiment:

Refer to Calendar for materials and experiment directions.

Model These Core Words During The Experiment

Collect and Analyze Data:

Conclusion and Results:

December Lab Report: Grow Bread Germs

Experiment 2

Observation:

Question:

Hypothesis:

Science Concepts to Know:

Germs/Bacteria/Virus – make sick, some bad, can't see

Transmit – give others, give people

Conduct the Experiment**:**

Materials:

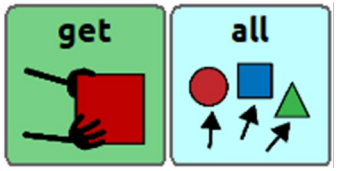
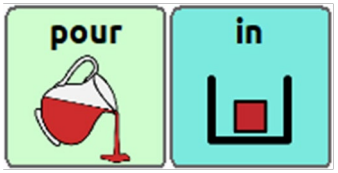
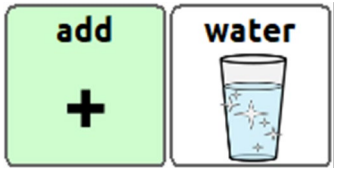
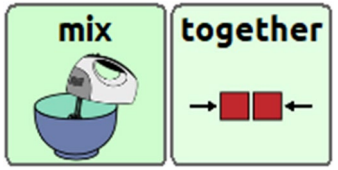
- 3-4 slices of bread
- 3-4 plastic sandwich bags
- Marker to label bags
- Tongs (plastic gloves)

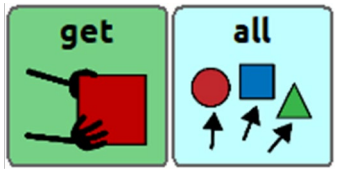
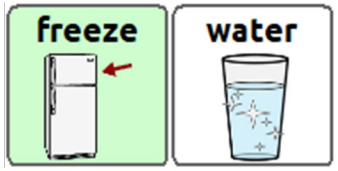
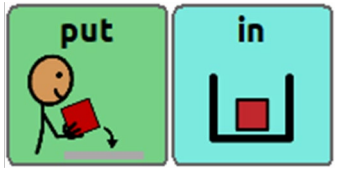
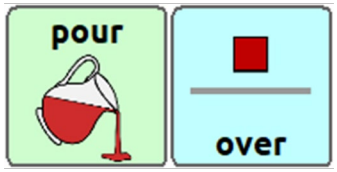
Directions:

1. Use tongs (or put on plastic gloves) and place one slice of bread in a plastic bag and seal it. Label this bag "control".
2. Remove gloves, if wearing. Get hands dirty (rub in dirty, touch different surfaces, have fun getting your hands dirty!), then wipe hands on front and back of the slide of bread. Place the bread in the plastic bag and seal it. Label this bag "dirty".
3. Next, wash your hands with water only for 20 seconds. Dry hands, then rub hands on the slide of bread. Place the bread in the bag and seal it. Label this bag "Water Only".
4. Last, wash your hands with soap and water for 20 seconds. Dry your hands and rub on both sides of the bread. Place the bread in the bag and seal it. Label this bag "Soap & Water".
5. Observe what happens over the next week.

Collect and Analyze Data:

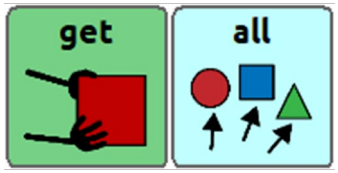
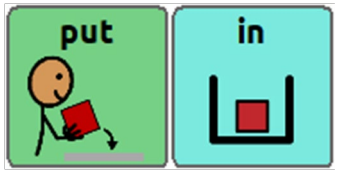
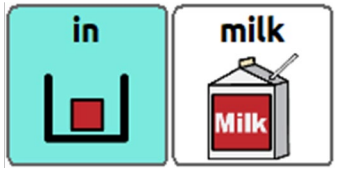
Conclusion and Results:

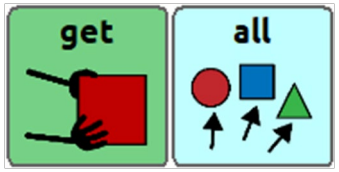
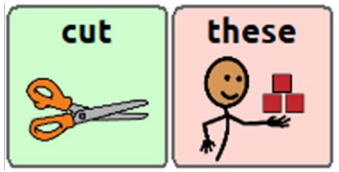
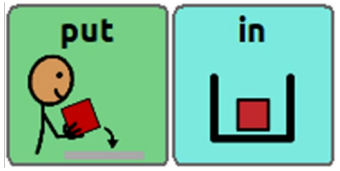
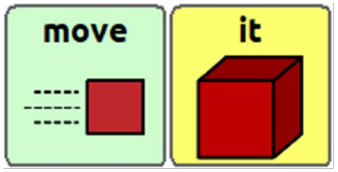
				
Get all the materials. January	Pour baking soda in a bowl. January	Add in water. January	Mix all ingredients together. January	Talk about what you learned! January

				
Get all the materials. February	Fill the trays and freeze the water. February	Put food coloring in the warm water. February	Pour over the ice. February	Talk about what you learned! February

prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**

prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**

				
Get all the materials.	Pour milk in the plate.	Put food coloring in the milk.	Put the q-tip with soap in the mlik.	Talk about what you learned!
March	March	March	March	March

				
Get all the materials.	Cut the pipe cleaners into pieces.	Put the pieces in the container.	Move the magnet around the container.	Talk about what you learned!
April	April	April	April	April

prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**

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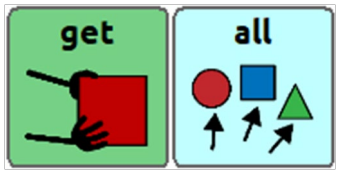
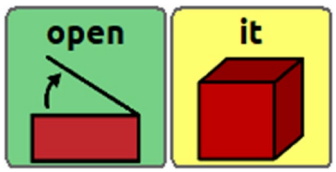
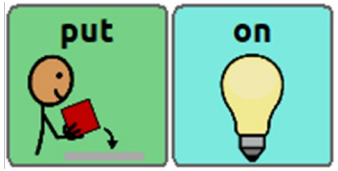
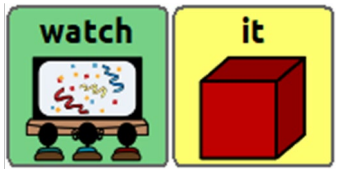
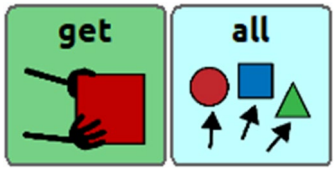
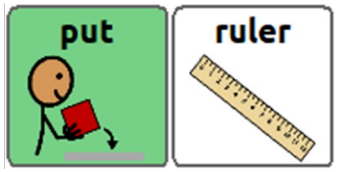
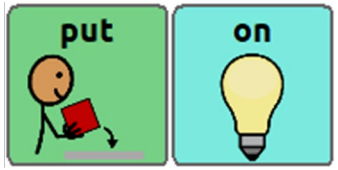
				
Get all the materials. May	Open the bottle of soda. May	Put the balloon on the soda bottle. May	Watch the balloon fill with gas. May	Talk about what you learned! May

				
Get all the materials. June	Put the rule on a table. June	Put the marbles on the ruler. June	Push the marble on the end into the other marbles. June	Talk about what you learned! June

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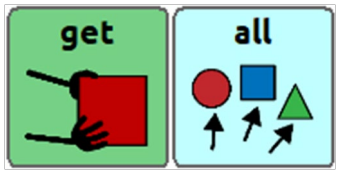
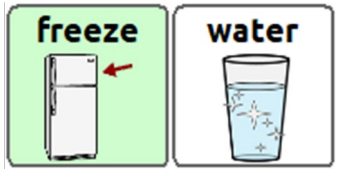
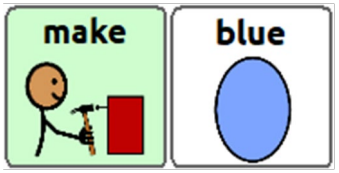
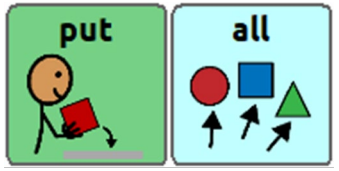
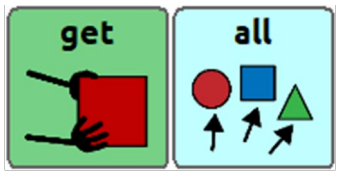
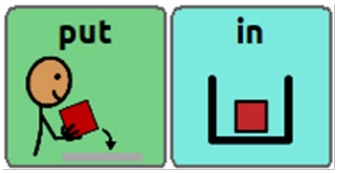
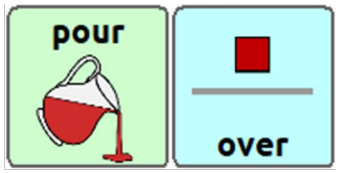
				
Get all the materials.	Make and freeze the green water.	Make the blue water by heating and adding salt.	Put all the layers of the ocean in the vase/pitcher.	Talk about what you learned!
July	July	July	July	July

				
Get all the materials.	Heat the water.	Put in the Borax and food coloring.	Pour the mixture over the eggshells.	Talk about what you learned!
August	August	August	August	August

prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**	prc-saltillo **Science Sequencing Cards** **2022 Calendar**

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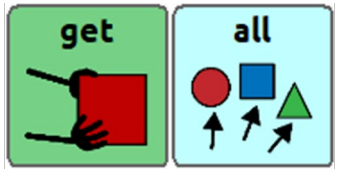
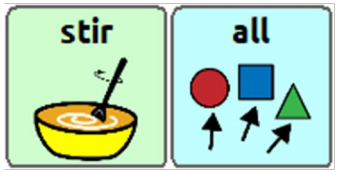
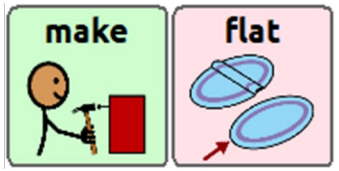
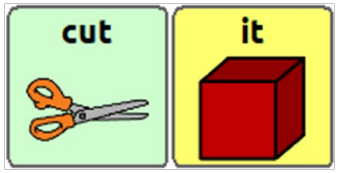
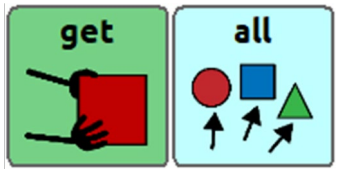
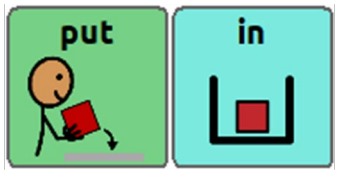
				
Get all the materials.	Stir together the coffee, coffee grounds, flour, and salt.	Make the dough flat.	Cut the dough and make impressions in the dough. Let dry.	Talk about what you learned!
September	September	September	September	September

				
Get all the materials.	Bring water to boil. Boil the leaves for 5 minutes.	While the leaves boil, pour rubbing alcohol in each container.	After 5 minutes, put the leaves in each container.	Talk about what you learned!
October	October	October	October	October

 **Science Sequencing Cards** **2022 Calendar**	 **Science Sequencing Cards** **2022 Calendar**	 **Science Sequencing Cards** **2022 Calendar**	 **Science Sequencing Cards** **2022 Calendar**	 **Science Sequencing Cards** **2022 Calendar**
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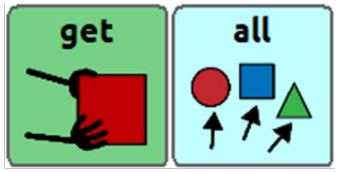
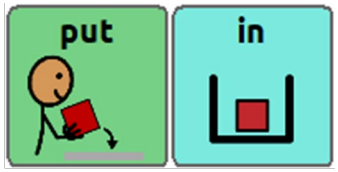
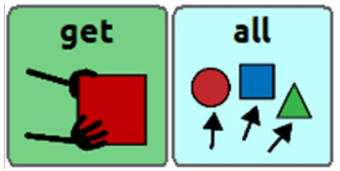
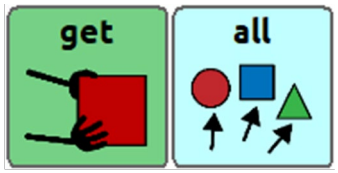
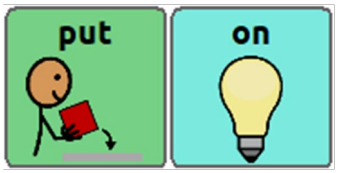
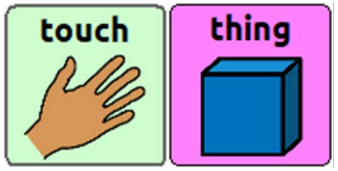
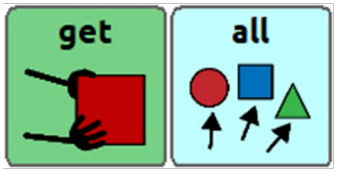
				
Get all the materials.	Get paper towels wet and put in bag.	Put seeds in the bag and close.	Hang the bag up in a window and watch seeds grow.	Get all the materials.
November	November	November	November	November

				
Get all the materials.	Put glitter on a plate. Put lotion on your hands.	Touch things to see how germs spread.	Clean up and wash your hands.	Get all the materials.
December	December	December	December	December

 **Science Sequencing Cards** **2022 Calendar**	 **Science Sequencing Cards** **2022 Calendar**	 **Science Sequencing Cards** **2022 Calendar**	 **Science Sequencing Cards** **2022 Calendar**	 **Science Sequencing Cards** **2022 Calendar**
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These Question Cards can be used in several ways. The cards can be used as a visual cue during your experiments. You can use them as a reminder to you (or the communication partner) of the buttons to push to model a question during the experiment. You can use them to show the AAC learner what buttons to push.

Print these cards out to use through all the experiments in the 2022 calendar and Lab Book! Print them on card stock and laminate, if you like, so you can use them all year! **USE THESE CARDS WITH THE WORDPOWER60 BASIC VOCABULARY.**

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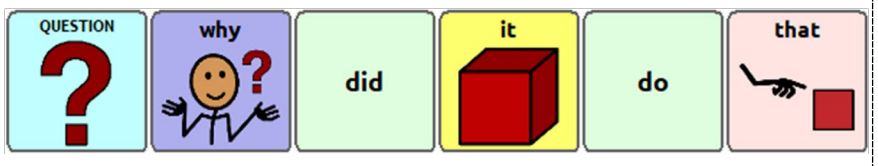

Why did it do that?

Question Cards WordPower60 Basic

prc-saltillo

What happened?

Question Cards WordPower60 Basic

prc-saltillo

What if…?

Question Cards WordPower60 Basic

prc-saltillo

What will happen?

Question Cards WordPower60 Basic


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Question Cards
WordPower60 Basic
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Question Cards
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Question Cards
WordPower60 Basic

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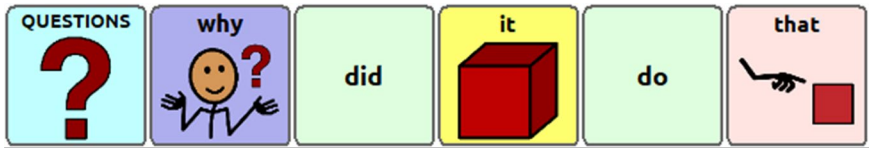
Print these cards out to use through all the experiments in the 2022 calendar and Lab Book! Print them on card stock and laminate, if you like, so you can use them all year! **USE THESE CARDS WITH THE WORDPOWER42 BASIC VOCABULARY.**

prc-saltillo



Why did it do that?

Question Cards WordPower42 Basic

prc-saltillo

What happened?

Question Cards WordPower42 Basic

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What if…?

Question Cards WordPower42 Basic

prc-saltillo

What will happen?

Question Cards WordPower42 Basic


prc-saltillo
Question Cards
WordPower42 Basic
prc-saltillo
Question Cards
WordPower42 Basic
prc-saltillo
Question Cards
WordPower42 Basic
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Question Cards
WordPower42 Basic

Use these Hypothesis Cards as reminders and sentence starters. When you are making your hypothesis, use these cards and phrases!

Print these cards out to use through all the experiments in the 2022 calendar and Lab Book! Print them on card stock and laminate, if you like, so you can use them all year! **USE THESE CARDS WITH THE WORDPOWER60 BASIC VOCABULARY.**

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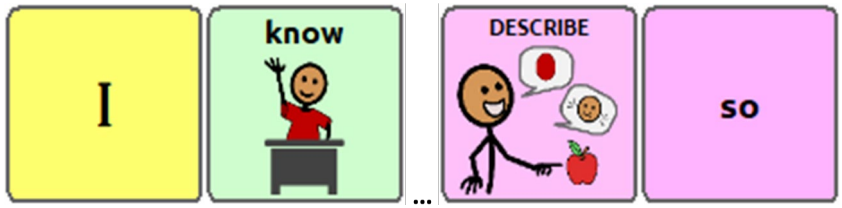


I know…so…

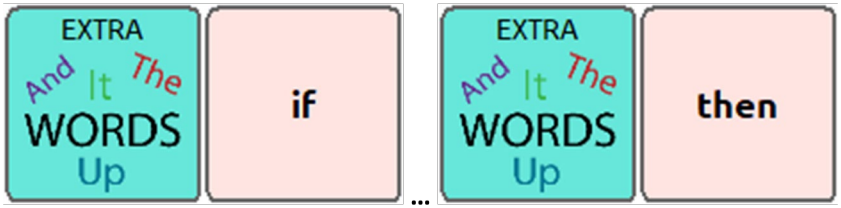
Hypothesis Cards WordPower60 Basic

prc-saltillo

I don't think…

Hypothesis Cards WordPower60 Basic

prc-saltillo



What will happen?

Hypothesis Cards WordPower60 Basic

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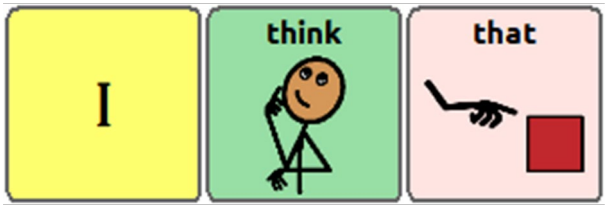

I think that…

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Hypothesis Cards

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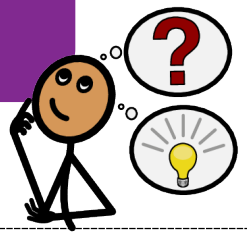

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Hypothesis Cards

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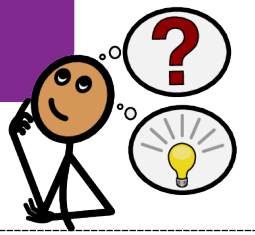

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Hypothesis Cards

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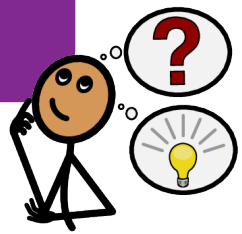

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Hypothesis Cards

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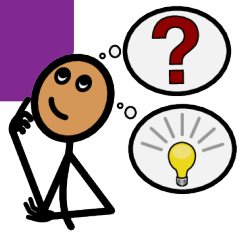

Use these Hypothesis Cards as reminders and sentence starters. When you are making your hypothesis, use these cards and phrases!

Print these cards out to use through all the experiments in the 2022 calendar and Lab Book! Print them on card stock and laminate, if you like, so you can use them all year! **USE THESE CARDS WITH THE WORDPOWER42 BASIC VOCABULARY.**

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I know…so…

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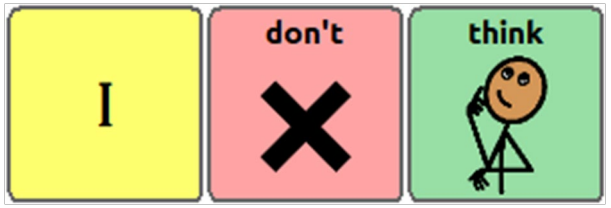

I don't think…

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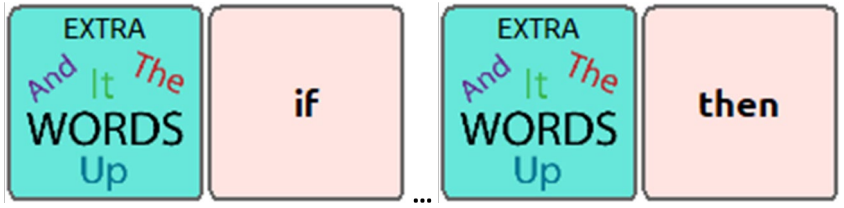

If…then…

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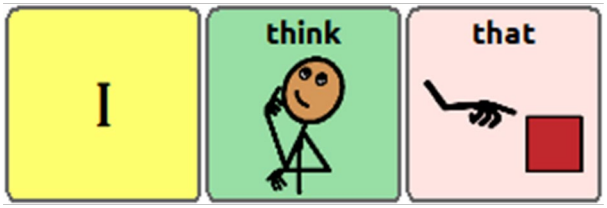

I think that…

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Hypothesis Cards

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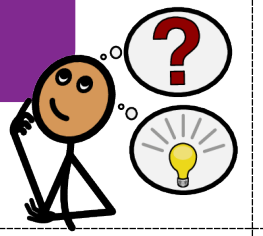

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Hypothesis Cards

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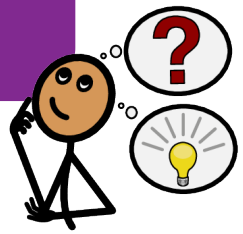

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Hypothesis Cards

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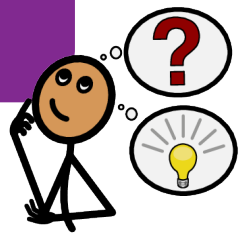

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Hypothesis Cards

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