***Think Like a Scientist – Skills – Review sheets***

**DEFINE these vocabulary terms in your own words (you may use your resources):**

|  |  |
| --- | --- |
| Observe |  |
| Qualitative Observations |  |
| Quantitative Observations |  |
| Inferring |  |
| Prediction |  |
| Classify |  |
| Make models |  |

**WRITE one vocabulary word from above next to each example:**

|  |  |
| --- | --- |
| **Example** | **Thinking Skill** |
| 1. Sarah groups the flowers she sees into categories based on what they look like.
 |  |
| 1. Sarah observed that there were 22 flowers in the garden.
 |  |
| 1. Sarah noticed some caterpillars on some of the leaves and decided that was how the leaves got holes in them.
 |  |
| 1. Sarah sketched a diagram of each flower in her notebook.
 |  |
| 1. Sarah saw on the news that the next week was not going to have any rain, and she guessed that the flowers may get very dry.
 |  |
| 1. Sarah observed that the flowers smelled very sweet and fragrant.
 |  |

**MAKE 3 of each type of inference**

**MAKE 2 inferences**

**MAKE 2 predictions**

|  |  |
| --- | --- |
|  |  |
| Qualitative | Quantitative |
| 1)2)3) | 1)2)3) |
| Make inference: |  |
| Make a prediction: |  |

**ANSWER the questions about the graph – MAKE a prediction**

1. What country eats the most strawberries?
2. Do you think this graph would look different in January?

Why or why not?

**CLASSIFY these animals into categories – make sure you don’t make an “other” category and every animal MUST be included:**

****

|  |  |  |
| --- | --- | --- |
| **Skill** | **Example from your real life** | **Why this skill is important to scientists** |
| **Observing** |  |  |
| **Inferring** |  |  |
| **Predicting** |  |  |
| **Classification** |  |  |
| **Making models** |  |  |