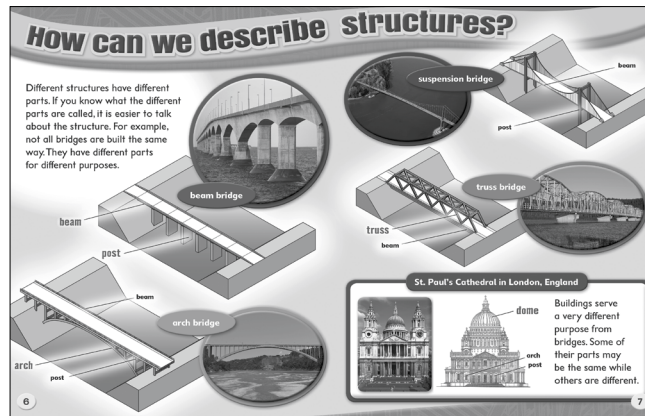


How Can We Describe Structures?



Focus: Students learn terminology related to structures and use their knowledge to communicate with others.

Specific Curriculum Outcomes

Students will be expected to:

- 2.0 communicate using scientific terminology [GCO 2]

Performance Indicators

Students who achieve these outcomes will be able to:

- identify different parts of structures using the correct terminology

NOTES:

Attitude Outcome Statements

Encourage students to:

- recognize the role and contribution of science in their understanding of the world [GCO 4]

Cross-Curricular Connections

English Language Arts

Students will be expected to:

- create texts collaboratively and independently using a variety of forms for a range of audiences and purposes [GCO 9]

Getting Organized

Components	Materials	Before You Begin	Vocabulary
• Student Magazine pages 6–7 • IWB Activity 2	• sheets of construction paper • markers and crayons • 12–15 index cards (3 per group)	• Choose an image of a house that you can keep hidden from students. Consider a photo of a traditional longhouse, an Innu tent, Inuit snow house, or Mi'kmaq wigwam. Prepare a list of descriptive sentences about the house that do not include the vocabulary terms.	• ceiling • door • floor • roof • wall • window • arch • beam • dome • post • truss

Science Background

- Science concepts are more easily understood once students have the appropriate language with which to discuss them.
- It is important that students use the correct terminology when working in any area of science, and that they understand the errors that can occur as a result of using the wrong vocabulary.

ACTIVATE

Describing Structures

Tell students that you are going to describe a structure and that they are to picture what you describe. Tell them that you are not sure of the correct words to use, and that they should call out any terms they know. Then, referring to an image that you have chosen and kept hidden from students, describe the house in the image without using the specific words (door, window, roof, wall, floor, ceiling, and so on). For example, say:

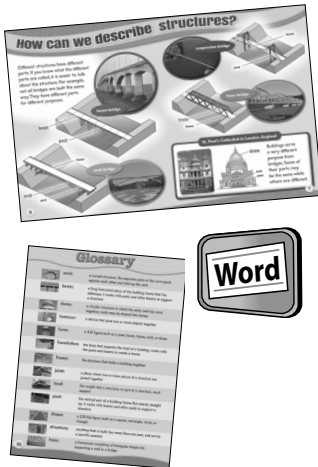
- **This structure has three ways of getting in and out.**
- **It has eight squares of glass that you look through.**



- It has a lid on top in the shape of a triangle.
- The sides of each room are very high.
- The bottom of each room is covered with carpet.
- The top of each room is painted white.

As you make each descriptive statement, allow students to call out terms to “help” you. For example, when you say, “It has three ways of getting in and out,” students might say, “It has three doors.” As students call out correct structural terms, add the words to the Word Wall. End the activity by asking students what they think your structure looks like, and what helped them to picture it (using the proper terms). Show them the image you have kept hidden and discuss how accurate their mind pictures were.

CONNECT



Structure Terminology

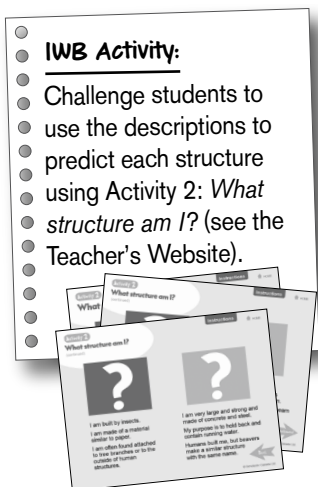
Have students turn to pages 6–7 of the Student Magazine. Ask them to examine the structures on the spread and to read the text to themselves. Then have students look at the labels around the structures (beam, post, arch, truss, dome). Have volunteers choose a label, say the word aloud, and explain what they think it means or what it is used for. Students can confirm meanings by checking the Glossary on page 32 of the magazine. Add these terms to the Word Wall.

CONSOLIDATE



Structures Visual Dictionary

Students can create a class “Structures Visual Dictionary” to post on the classroom wall. Distribute sheets of construction paper to pairs of students, along with markers and crayons. Pairs can choose one or two of the words that you recorded on the Word Wall during the Activate and Connect activities or any other words that help describe structures, such as “materials,” “measure,” “design,” “construct,” “curve.” For each word, students should write the term and a definition, and then draw a sketch to help explain the term (if appropriate). Dictionary entries can then be posted on the wall in alphabetical order.



EXPLORE MORE

Structures “Jeopardy!”

Invite students to work individually, in pairs, or in small groups to create a “Jeopardy!” game based on structures terminology. Students record questions and answers on either side of index cards then challenge other class members to play the game. The winner is the person or persons with the most correct answers.