

# What Do Scientists Do?

## Explore to Explain - Lesson 1



### For the Classroom:

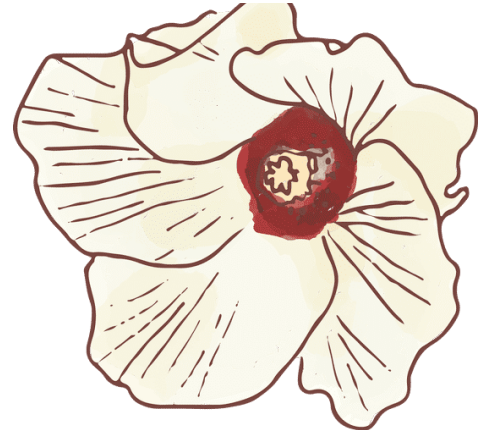
- Group structure - whole group or small group
- Location - at tables or in an open space
- Approximate time - 15 minutes

### Standards:

CCSS.ELA-LITERACY.L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

### Materials:

- Journal or sheet of paper (1 per child)
- Pencil (1 per child)
- Chart paper (1)
- Market (1)
- [“What Do Scientists Do?” Example List](#)
- [“S is for Scientist”](#) book by Larry Verstraete (or similar text)



### Procedures:

1. “We are all scientists! Let’s make a list of all of the things scientists do.”
2. Think:
  - a. “First, think on your own. Think, draw, or make a list in your journal of all of the action words or verbs you can think of that describe what scientists do.” Provide time for children to think, draw, and write.
3. Pair:
  - a. “Then, pair with someone sitting next to you to share your list.” Provide time for children to pair.
4. Share:
  - a. “Now, let’s share. Put your finger on your nose if you think you know something that a scientist does.” Select children to share. Prompt other students to snap if they agree with the verb that was shared. Write the list on the chart paper with a marker, grouping any that are similar.
5. “Last, we will read a book about scientists to add to our list. While I read, put your finger on your ear if you think you hear a verb that is not yet on our list.” Read the books listed above or a similar text. Add verbs to the chart paper as students hear them.
6. “We are going to be scientists as we explore a new plant together!”

Lesson Created by Jenna Mobley for Georgia Organics