Cousation Cards Scientific Method

Engaging & Interactive Builds Fluency





Teacher's Page

Causation cards are a fun, interactive way to review vocabulary and concepts that students need to learn. In addition, this engaging activity helps improve fluency and listening skills.

So how do causation cards work? The method is similar to the "I have... who has..." cards, where each student has to listen carefully to other students to know when it is their turn. However, causation cards do not contain a repeated language (like "I have... who has..."). Instead it will state an action that a student must perform and a statement they must say. The action can be something simple from jumping in the air to drawing on the board. The statement can be a definition of a term or related concept.

In this resource, you will find the end of a statement the previous student said in red, the action to be performed in purple, and what that particular student who has the card says in regular black font. I have also placed numbers on each card so you know if you have all your cards and what order they go in. Along the border you will find the prop needed to complete the action, if applicable. I have provided a cut out of a question mark for this particular resource. I would recommend printing it out on cardstock and laminating it.

This activity can be used as a quick review or as an introduction. You can challenge students to go through the entire set as fast as they can or to beat their previous record.

I hope you enjoy this fun activity!



Scientific Method & Process Skills

Scientific Method & Process Skills

...five, friend!

Stand and say:



We use measurement by telling how much or how many of a unit so that we are all seeing the same idea in our head. (Take off your shoe and hold it against the drawing on the board of a pencil. Pretend to measure it.) This pencil is longer/shorter than a foot!

Ha

scient ca

- TOGI



.clown feet!

scand and say:

You could totally sort objects, such as the science tools, into groups based on their similarities. This is called classification. (On the board draw and circle a ruler and label it as an accurate tool, then draw a shoe and label it as an inaccurate tool.)

...a foot!

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Stand and say:

Actually in science, you're suppose to use accurate tools like rulers, since one person's foot can be really tiny or super huge! (Spread your arms out wide.) Like clown feet!

10

Scignific Method & Process Skills

...called classification.

Stand and say:

When we use our background knowledge with these process skills, it's called an inference. I infer that we won't be using shoes to measure in science. (Bow and act like you won the smartest person award.) Thank you, thank you!

Scientific Method & Process Skills 🗄 8 Scientific Method & Process SkillsGot it! ... or wrong. Stand and say: Stand and say: It's okay if your hypothesis is wrong. Edison said he discovered 1,000 ways to not make a lightbulb After you have tested your experiment, you have to look at all your notes to see if your hypothesis before he found the right way. (Hold up a is right (Make a ding-ding right sound) or wrong *lightbulb.*) It's so pretty! What a geniuch (Make a buzzer wrong sound.). 22 1 Scientific Method & Process Skills Skills Fh ..a genius! ...but faster? ... over and politely take the lightbulb. Stand and say: Then say: I was using my process skills and I inferred that So if you are wrong, you should come up everyone was enjoying this activity. Am I right? with a new hypothesis and try again with the (Jump and shout like you're excited!) Whooscientific method. (Hold the lightbulb above Hoo! *your head.*) I have an idea – what if we all try these cards again but faster? 23 24