PRODUCT GRID FOR SCIENCE

	MODALITIES			
	V	O/A	W	K
acrostic	•		•	
audio tape		•		
book/booklet	•		•	
bulletin board	•		•	•
center (student made)	•	•	•	•
chart/poster	•		•	•
choral reading/readers theater		•	•	•
collection collage	•			•
comic strip	•		•	
concept or story map (web)	•		•	
critique		•	•	
cross section	•		•	
debate		•	•	
demonstration (labeled artifacts)	•	•	•	•
description		•	•	
diagram (labeled)	•		•	
documentary film/film strip	•	•	•	•
editorial/essay/persuasive writing		•	•	
encyclopedia entry	•		•	
essay			•	
experiment/demonstration	•	•	•	•
flannel board presentation	•	•		•
flow chart	•		•	
game (original)	•	•	•	•
glossary			•	
graph	•		•	
handbook	•		•	
interview		•	•	
lab report with illustrations	•		•	
learning log			•	
letter (science process)			•	
list			•	
mobile	•			•
model	•			•
museum exhibit/labeled display	•		•	•
panel discussion		•		
patterns	•		•	•
photo essay/sequence	•			•
picture dictionary	•		•	
poem/diamante/bio poem	•	•	•	
rap/song (original)		•	•	•
rebus story	•		•	
report (oral or written)		•	•	
reverse crossword puzzle	•		•	
riddle/rhyme		•	•	
role play	•	•		•
scavenger hunt	•		•	•
scrapbook	•		•	•
survey (with data graphed)	•		•	
terrarium	•			•
time line	•		•	
Venn diagram	•		•	

Kingore, B. (2007). *Assessment,* 4th ed. Austin, TX: Professional Associates Publishing.

PRODUCT EXAMPLES FOR SCIENCE

Examples of potential products

- ACROSTIC–Using a concept or topic word such as *photosynthesis,* students brainstorm and write for each letter a scientific word, phrase, or sentence related to the topic that begins with that letter.
- AUDIO TAPE–Students record the sounds of a season or species for others to identify.
- BULLETIN BOARD–Students compare and contrast: 1. States of matter, or 2. Life forms in Antarctica with life in the Arctic Ocean.
- CENTER (STUDENT MADE)–Students collect and categorize items that magnets do or do not attract.
- CHART/POSTER–Students illustrate and label the physics principles demonstrated by amusement park attractions.
- CHORAL READING/READERS THEATER–In small groups, students perform one or more of the choral readings about insects in Joyful Noise: Poems for Two Voices* by Paul Fleischman and use that format to organize facts about other animals or plants.
- COLLECTION COLLAGE–Students use a digital camera to complete a collage of photographs of simple and complex machines found at home or school
- CRITIQUE–Students write a critique about how effectively the scientific method was applied during a specific experiment conducted in class.
- DEBATE–Students organize a class debate on the issues of DNA research or using animals for research studies.
- ENCYCLOPEDIA ENTRY–Using science-related affixes and roots, students write and illustrate a fictitious encyclopedia entry describing a newly discovered life form on another planet, including specific information about its anatomy, habitat, behavior, and life cycle.
- EXPERIMENT/DEMONSTRATION–Students demonstrate how to use and interpret the results from a piece of scientific equipment, such as a magnet or compound microscope.
- FLOW CHART–Students use a flow chart to explain and illustrate a cycle, such as the water cycle.
- GRAPH–Students graph the weather in their area for one month. They then compare it to a Farmer's Almanac 100 years earlier and record three inferences or conclusions.
- MOBILE–In small groups, students create mobiles that represent the relationship of our traditional solar system or galaxy to the latest discoveries in space.
- MODEL–Using common items as symbols, students construct a DNA chain and explain the reasoning behind the symbols they chose.
- POEM / DIAMANTE / BIO POEM–Students compose a diamante contrasting two opposing forces in nature.
- REVERSE CROSSWORD PUZZLE–Students write science terms in the grid and then challenge others to write the descriptors that result in those terms.
- RIDDLE/RHYME–Students create simple or more complex riddles using science concepts, such as: *I magnify things you can not see and focus them when you look through me.*
- SCAVENGER HUNT–Students conduct a scavenger hunt to identify and quantify the chemicals found in their kitchens.
- TERRARIUM–Students establish a terrarium and write out the sequence of procedures they used to complete it.
- TIME LINE–Students complete a time line mapping the progression of a major tropical storm and then compare their results with others in the class to interpret similarities.
- VENN DIAGRAM–Students: 1. Over-lap four circles to create a four-way Venn that compares the similarities and differences of four biomes, or 2. Use a Venn diagram to compare the attributes of two species or the same species living in two different biomes.

* Fleischman, P. (1992). *Joyful noise. Poems for two voices*. New York: HarperCollins.