

# Steps to the Scientific Inquiry Process

## Early Primary (K-2)

### **SECTION 1**

#### **FORMING A QUESTION OR HYPOTHESIS**

##### **TITLE**

Name of your experiment

##### **QUESTION**

What are you trying to find out?

##### **HYPOTHESIS**

What you predict will happen?

##### **BACKGROUND**

Tell why you think your hypothesis is true.

### **SECTION 2**

#### **DESIGNING AN INVESTIGATION**

##### **VARIABLES AND CONTROLS**

Tell the things that change.(variables)

Tell the things that stay the same. (controls)

❖ How do you know that the test is fair?

##### **MATERIALS**

What things (materials) will you need for this experiment?

##### **PROCEDURE**

Tell how to do your experiment.

Illustrate and label your setup.

## **SECTION 3**

### **COLLECTING AND PRESENTING DATA**

#### **OBSERVE, COLLECT AND RECORD DATA**

Tell what you notice about your experiment. (smell, hear, see, feel)

Measure how things change

- ❖ Use a table to record your data.
- ❖ Do your experiment and write down what you learn.

#### **PRESENT DATA**

Make a graph of your data

## **SECTION 4**

### **ANALYZING AND INTERPRETING RESULTS**

#### **ANALYZING**

##### **CONCLUSION**

Tell what happened in your experiment.

Make sure that you talk about your hypothesis.

#### **INTERPRETING**

##### **CONCLUSION**

Did your experiment prove your hypothesis or not?

Did everything work the way you thought it would? If not, tell about it.

Steps to the Scientific Inquiry Process  
Early Primary (K-2)  
Work Pages

**SECTION 1**

**FORMING A QUESTION OR HYPOTHESIS**

**TITLE**

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**QUESTION**

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**HYPOTHESIS**

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# **BACKGROUND**

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## **SECTION 2**

### **DESIGNING AN INVESTIGATION**

#### **VARIABLES**

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# **CONTROLS**

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# **MATERIALS**

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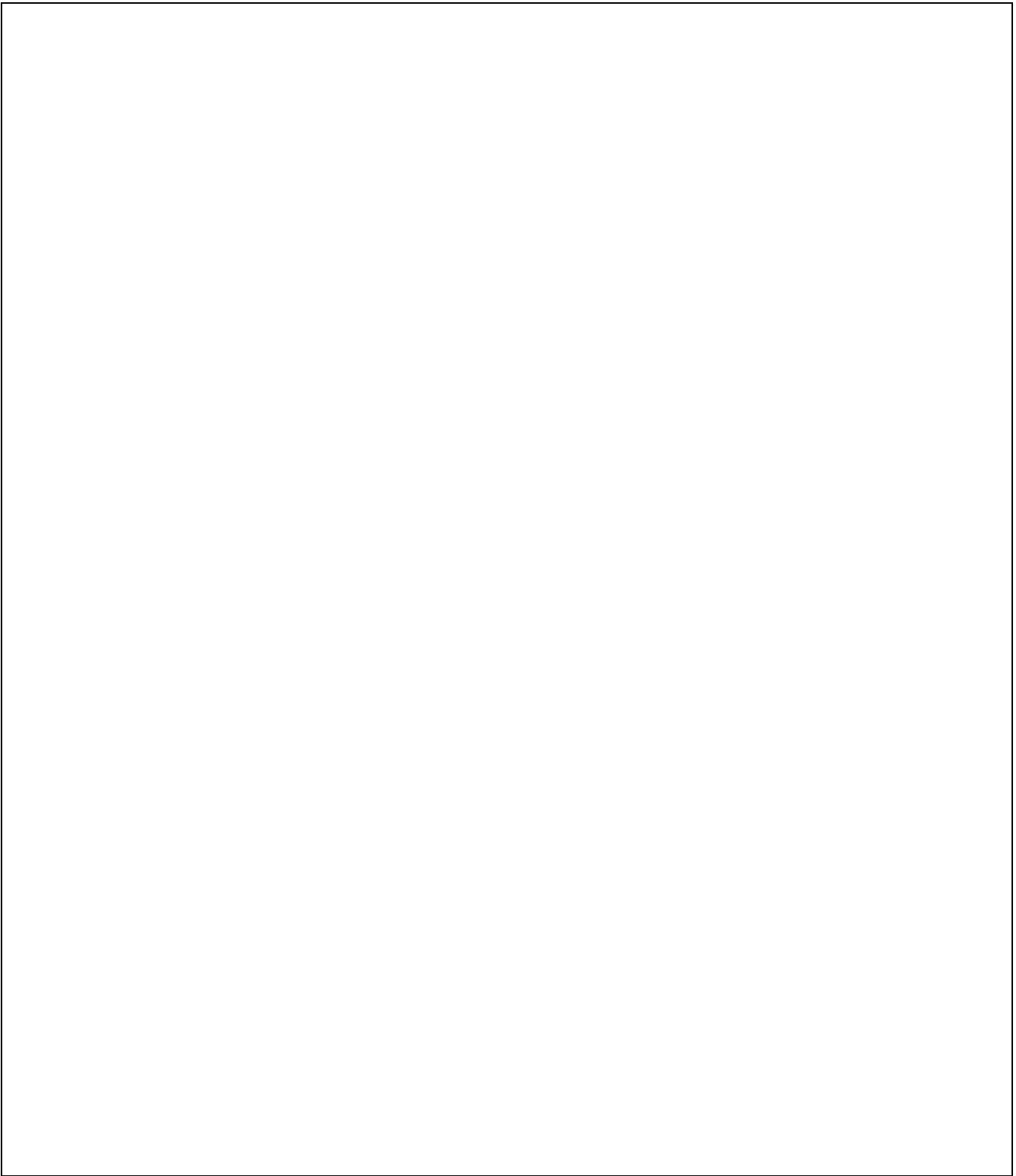
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## **SECTION 3**

### **COLLECTING AND PRESENTING DATA**

#### **OBSERVE, COLLECT AND RECORD DATA**

Use the Data Table provided for you

#### **PRESENT DATA**

Make a graph, table or chart that shows what you learned



# **SECTION 4**

## **ANALYZING AND INTERPRETING RESULTS**

### **ANALYZING**

### **CONCLUSION**

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# **INTERPRETING**

## **CONCLUSION**

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