Teacher directions:

- Print cards in color on cardstock for students or small groups as needed.
- Laminate all materials before using for longer durability.
- Observation cards remind students what to look for while making observations and teach/encourage using more descriptive vocabulary during observations.
- Evaluate which cards to use based upon the developmental level of your students.
- Start with a few cards and add more cards incrementally as students master using them.
- Cut cards apart and place sets in baggies or envelopes for each student or group or punch holes in the corner of each card and put each set on a notebook ring.
- Number cards on the back side. Designate which numbers must be used during each observation assignment or allow student choice in selecting cards to use. Not all cards will be applicable in every observation.
- Have students plan and organize their writing/drawing by laying out the cards in the order they plan to use (or write/draw about).
- Differentiate for the specific abilities of a student or group (Special Education, ELL, GT) by removing/adding cards.
- Good observations include:
  - Qualitative descriptors (qualities, properties, attributes, characteristics)
  - Quantitative descriptors (quantities, relative measurements, actual measurements)
- Encourage recording of observations in a science notebook.
- Students can use card sets to check or evaluate a peer’s observation.
- Encourage students to make additional cards for the set.
- Use the cards in a Word Wall (if appropriate).
<table>
<thead>
<tr>
<th>HOW DOES IT FEEL?</th>
<th>HOW DOES IT SMELL?</th>
<th>HOW HEAVY OR LIGHT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW BIG OR SMALL?</td>
<td>HOW DOES IT SOUND?</td>
<td>WHAT PATTERN DOES IT HAVE?</td>
</tr>
<tr>
<td>WHAT COLORS?</td>
<td>HOW MANY PARTS?</td>
<td>WHAT SHAPES?</td>
</tr>
<tr>
<td>IS IT LIVING OR NONLIVING?</td>
<td>HOW DOES IT MOVE?</td>
<td>IS IT WARM OR COOL?</td>
</tr>
</tbody>
</table>