Science Minilessons: Communicating

Take inventory.

REVIEW "Types of Communicating" on *Inquire* page 65.
LIST six types that you will definitely use in science class.
ADD at least three more that are not listed on page 65. (Check other parts of *Inquire* for ideas.)
SHARE your list with a group of classmates.

Be informative.

READ the description of informative speeches on *Inquire* page 71.
LIST three or four science-related topics that interest you.
RESEARCH one of them.
WRITE the introduction for a speech on this topic and **SHARE** it with some classmates. (See *Inquire* page 75.)
Special Challenge: Continue developing the speech.

Practice copiloting.

REVIEW "Listening Actively" on *Inquire* page 76.
Then **FIND** a science-related podcast in which an authority or expert discusses a science-related topic.
LISTEN to the podcast following the listening guidelines.
Afterward, **WRITE** a brief paragraph in which you evaluate the quality of your listening.

Math Minilessons: Communicating

Review for an exam.

READ "Speaking in a Small Group" on *Inquire* page 68.
TEAM UP with two to four classmates to review for an exam.
CONDUCT your review according to the guidelines.
Afterward, **DISCUSS** the effectiveness of your group work.

Share a process.

READ the description of demonstration speeches on *Inquire* page 71.
Then **REVIEW** the speech on *Inquire* pages 444–445.
LIST two or three mathematical processes that you could demonstrate.
RESEARCH one of them.
WRITE the introduction for a speech on this topic and **SHARE** it with some classmates. (See *Inquire* page 75.)
Special Challenge: Continue developing the speech.

Change your audience.

THINK of a mathematical concept that you have just mastered.
EXPLAIN the concept to one of your classmates.
Then **DISCUSS** it with a completely different audience (a family member, younger students, another teacher, and so on.).
Afterward, **CONSIDER** how the different explanations affected your understanding of the concept.