

Title: An Eye for Details

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Subject(s): Language Arts

Topic(s): Observation, Communication, Journalism, Challenger Mission

Grade/Level: 5-8

Objective:

By the end of this activity, students will be able to recall and describe items placed on a table or tray.

Summary of Activity:

Journalists must be accurate when reporting the news. Newsreaders want details that will create a picture of the actual event so that they might feel as if “they were there.” He/she must be able to remember the details clearly and be able to describe them vividly to ensure the accuracy of the reporting as well as to provide an interesting account of the event. (For example, a Press Team journalist that reports the events of a Challenger Mission will be painting a picture for parents, teachers, and other students back at school).

Instructional Materials:

- Plastic tray (fast food size) or table
- 15 random objects (e.g. coffee mug, framed picture, book, box of tissues)
- Cloth or box to cover objects
- Timer
- Pencils
- Paper

Procedures/Instructions:

1. Arrange all 15 objects on the plastic tray or on the table.
2. Conceal all items until activity begins.
3. Instruct students to keep pencils on desks until activity begins.
4. Explain to students that they will have 1 minute to view the items, after which you will be asking them questions.
5. Set the timer for 1 minute and reveal items.



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6. Re-conceal items after 1 minute is up.
7. Create 10 questions (see examples below) to ask the students about your specific items:
 - Name all 15 items.
 - What color was the coffee mug?
 - How many people were in the picture?
 - Was the tissue box open or closed?
 - What was the title of the book?
 - What was on the left of the coffee mug?
 - Which item was upside down?
 - Which item was green?
8. Complete the activity by revealing items and answering questions.

National Science and Mathematics Standards:

Science

History and Nature of Science

CONTENT STANDARD G:

As a result of activities in grades 5-8, all students should develop understanding of

- Science as a human endeavor

Assessment Plan:

Plan an “event” to take place the day following this activity or later in the afternoon of the same day. The event should be a surprise and might be something similar to a visitor entering the room quickly, removing something from the teacher’s desk, and exiting. Following the “event,” ask students to write a detailed description, including locations, physical descriptors. etc.