



**Easy But Powerful Activity Ideas for our Science Videos**  
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**Idea 1: Viewing Videos that are in the Science Packages (all ages/stages of learners)**

1. A simple way to both pre-assess and engage your child/student is to set up a simple KTL chart before viewing a video.  
 On paper or a white board draw a chart with 3 columns and a horizontal line at top for headings like this table. Label the headings:

What I know  
 What I think I know  
 What I learned

Know	Think	Learned

Make sure to discuss the difference between Know and Think you Know. ‘Know’ topics can be proven or illustrated without a doubt. (Ex: I know that there are worms in the garden because I can see them). ‘Think you Know’ items are often opinion or best guesses. (Ex: I think that worms eat dirt because that is what they seem to be doing). This column will help you set up focus points for the video while viewing. After the video discuss what was learned from watching while focusing on the ‘Think’ column. Students may find they were right and can move the item to the ‘Know’ column. Or they may find out new facts about their ‘Think’ idea and can record that in the ‘Learned’ column.

2. A similar tool that can be used is our “Student Tool 75: Predict, Reflect, Question” worksheet available on our [“Teaching Homebound Students”](#) webpage and in our [“Using Video and Video Reflection”](#) Tool Kit. Once students have had practice thinking about KTL they can view other videos in the package using this worksheet. It asks them to predict what the video will be about, view it and assess whether they predicted correctly or not, and then to record some questions they have from viewing the video.



**Idea 2: Working with the Vocabulary listed in the Science Packages (All ages/stages of learners)**

1. Use the “Student Tool 68: Vocabulary Interesting to Me” worksheet available on our [“Teaching Homebound Students”](#) webpage and in our [“Using Video and Video Reflection”](#) Tool Kit. Students can use this activity on their own to share their learning and insights about vocabulary in any video they watch independently or as a group.
2. Stretch thinking skills by using student created vocabulary lists with the lists in the Video Learning Packages. Combine them and ask the students to put them in categories you have set up. For Example: The “Environment” learning package suggests these vocabulary words: Agriculture, Biodegradable, Climate, Compost, Culture, Disposable, Ecosystem, Environment, Habitat, Recycle, Pollution, Sustainable, Toxic, Waste. After viewing the selected video(s), use them with any other words you or the students have identified, and suggest the categories ‘Man-made’ and ‘Natural’. This should inspire some thinking and discussion as there are often words that can fit in both or neither of the categories and there is no right or wrong way to decide. For a further brain stretch – ask the students to decide on the categories themselves and sort the words accordingly. Again, no right or wrong way to do it, but a great way to build interest and give learners a way to scaffold those words with the knowledge they gained from the videos.