



Free resources

Pictures for talk in primary science

A picture can be a very good stimulus for children to engage in effective talk in science.

Using pictures is an inclusive approach that facilitates high levels of participation. Pictures can also be used as a starting point for inquiry. The discussions the children have will generate questions that they want to investigate.



Asking the children carefully chosen questions about the picture will support them with learning to:

- *construct explanations and link their ideas with evidence*
- *make confident challenges to the ideas of others*
- *explore scientific terminology and use it with genuine understanding*

Pictures for talk in science activities are designed to be very open ended and usable with any age of children. The activities can be done as a quick ten minute starter, or extended into a longer and more in-depth lesson.

WHAT TO DO

Download the image overleaf by following the link, and either display on a whiteboard or give children printed copies. Ask the children to discuss, in groups of three, the following questions:

WHAT DO YOU THINK THIS IS?
WHY DO YOU THINK THIS?

Other questions to generate and promote thinking and explaining

*Is it a living creature? How do you know?
What else could it be?*

Where do you think it lives? Why do you think this?

*What does it eat? How does it catch its food?
What do you think might eat it?*

*What do you think the red and yellow glowing parts are?
Why do they glow?*

At this point, tell the children that it is a type of jellyfish but scientists know very little about it.

What is known:

It is a type of jellyfish that was discovered in 2016 at a depth of 3,700 metres in the Mariana Trench (the deepest part of the Pacific Ocean). The water pressure at this depth is 1000 times greater than at sea level.

Scientists believe, but don't know for sure:

Its two sets of tentacles (short and long) are to help it ambush its prey.

The red lines are part of its digestive system and the yellow spheres are for reproduction.

It glows to attract its prey.

It is an ambush predator that feeds on small fish, shrimps, sponges and coral.

It probably gets eaten by seadevil anglerfish and other large fish.

Once the children have talked about the above, ask them:

What do you think it is like in the Mariana Trench?

How do living things survive there?

What else might live there?

How do you think scientists discovered this animal?

How will they find out more about it?

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