

1803 Vocabulary Terms

These terms are in no particular order; however all must be defined as a part of the set-exercises assessment task.

	Term	Definition
1	2D Shape	flat shapes that can be laid on paper flat.
2	3D Shape	An object with three dimensions (such as height, width and depth) like any object in the real world. Example: your body is three-dimensional.
3	5E Model	Teaching and learning progresses through five phases: Engage, Explore, Explain, Elaborate and Evaluate.
4	accommodation	The act or state of adjustment or adaptation.
5	assimilation	The absorption of nutrients into the body after digestion in the intestine and its transformation in biological tissues and fluids.
6	cardinality	a set or group is the number of elements in that set or group.
7	centration	the tendency to focus on one salient aspect of a situation and neglect other
8	Classification (Science process skill)	Observing is the fundamental science process skill The ability to make good observations is also essential to the development of the other science process skills : communicating, classifying , measuring, inferring, and predicting. The simplest observations, made using only the senses, are qualitative observations.
9	Cognitive constructivism	how the individual learner "maker of meanings" and the ways knowledge is created in order to adapt to the world
10	communicating (Science process skill)	generally, refers to public communication presenting science-related topics to non-experts.
11	concept	an abstract idea.
12	conceptual subsidizing	--
13	conclusion (Scientific method)	collect evidence in an experiment related to a hypothesis
14	Concrete operational stage	is the third in Piaget's theory of cognitive development
15	concrete pictorial abstract learning progression	--
16	conservation	the principle by which the total value of a physical quantity or parameter (such as energy, mass, linear or angular momentum) remains constant in a system which is not subject to external influence.
17	Constructivist method	teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information.
18	controlling variables (More complex science process skill)	--

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19	data	facts and statistics collected together for reference or analysis
20	disequilibrium	When a child's existing schemas are capable of explaining what it can perceive around it, it is said to be in a state of equilibrium , i.e., a state of cognitive (i.e., mental) balance. Piaget emphasized the importance of schemas in cognitive development and described how they were developed or acquired.
21	equilibrium	a state in which opposing forces or influences are balanced.
22	estimation	a rough calculation of the value, number, quantity, or extent of something.
23	Formal Operations Stage	4 stage of Piaget cognitive development theory stage starts from the age 12 and above.
24	hypothesis (Scientific method)	"educated guess," based on prior knowledge and observation.
25	hypothesizing (More complex science process skill)	-
26	inferring (science process skill)	conclude (something) from evidence and reasoning rather than from explicit statements.
27	informal experience	learning from experience .
28	inquiry-based learning (IBL)	form of active learning that starts by posing questions
29	learning cycle	how people learn from experience. A learning cycle will have a number of stages or phases, the last of which can be followed by the first.
30	logical grouping	-
31	measuring	Taking the size, amount, or degree of (something) by using an instrument or device
32	measuring (science process skill)	-
33	more knowledgeable other	A person who knows a concept that the student doesn't know, like, a teacher or parents or even classmate.
34	naturalistic experience	-
35	observing (science process skill)	Using our five senses to find something.
36	one to one correspondence	being able to match one object to one other object or person.
37	perceptual subitizing	ability to recognize the number of briefly presented items without actually counting.
38	predicting (science process skill)	say or estimate that (a specified thing) will happen in the future or will be a consequence of something.
39	pre-operational stage	Second stage of Piaget theory cognitive development.
40	Principles of School Mathematics	a consensus process that involved classroom teachers
41	process skill	Observing - using the senses to gather information about an object or event.
42	rational counting	-

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43	reversibility	assuming or producing either of two states: reversible cell. b. Of or relating to a process
44	rote counting	-
45	scaffolding	Building new information on information the student already know.
46	science process skill	Observing - using the senses to gather information about an object or event
47	scientific method	a method of procedure that has characterized
48	Sensory motor stage	The first stage of Piaget theory cognitive development.
49	seriation	formation, arrangement
50	social constructivism	sociological theory of knowledge according to which human development is socially situated and knowledge is constructed through interaction with others.
51	Sorting	ordering: arranging items in a sequence ordered by some criterion; categorizing: grouping items with similar properties
52	spatial awareness	-
53	Standards for School Mathematics	Principles and Standards for School Mathematics (PSSM) are guidelines produced by the National Council of Teachers of Mathematics (NCTM) in 2000, setting forth recommendations for mathematics educators.
54	structured experience	experiential, supervised, in-depth. learning experiences that are designed to. offer students the opportunity to more fully. explore career interests within one or more.
55	student- directed inquiry	is a more scientifically literate student able to propose explanations and evaluate results based on evidence.
56	teachable moment	an event or experience which presents a good opportunity for learning something about a particular aspect of life
57	teacher- directed inquiry	Structured inquiry . Structured inquiry , sometimes referred to as directed inquiry , is a guided inquiry mainly directed by the teacher . Typically, this results in a cookbook lesson in which students follow teacher directions to come up with a specific
58	testable question	The key to a good and manageable investigation is to choose a topic of interest, then ask what is called a " testable question. "
59	volume	s the quantity of three-dimensional space occupied by a liquid, solid, or gas. Common units used to express volume include liters, cubic meters, gallons, milliliters, teaspoons and ounces.
60	zone of proximal development	the range of tasks that a child can perform with the help and guidance of others but cannot yet perform independently

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