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Ask Mark Question Teacher's Guide published by
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Introduction

Ask Mark Question is designed to spark the imaginations of children in kindergarten through grade 2 and encourage them to use their natural curiosity to observe, question, and investigate science. Loveable animated character Mark Question has his own show during which he receives questions from viewers about science phenomena. Mark rarely knows the answer, of course, but with guidance from his good friend, Peri Od, he investigates and learns. This guide provides suggestions for introducing, presenting, and reinforcing each of the video programs.

Learning Objectives

After viewing the programs and completing the lessons, students will be able to:

- Describe basic concepts of science.
- Demonstrate hands-on thinking skills while carrying out scientific exploration.
- Apply scientific concepts to aspects of their own lives and the larger world.

Using TV to Teach

In order to ensure that the use of television or video in the classroom is a true educational tool, it is necessary to create an atmosphere of learning around the procedure. Students must learn habits that are different than those they are used to at home—including active rather than passive viewing; centering full attention on the program; and participating in comprehension strategies that encourage thoughtful analysis of the content: predicting outcomes, drawing conclusions, and making inferences. To that end, we suggest that the following procedures be followed when using *Ask Mark Question* as an educational tool in your classroom.

Pre-Viewing Activities

Before showing the program, create interest and generate curiosity in the topic of study by introducing the key concepts and conducting the exploration activity. Prior to showing the video, you may also want to find out what children already know about the topic and identify misconceptions in students' understanding.

After the Video

For each video you will find a hands-on activity intended to reinforce the topic introduced in the video and to help students develop thinking processes. This guide also suggests a variety of cross-curricular follow-up activities designed to help children understand the practical applications of science within language arts, math, social studies, art, or music.



Teacher's Guide



Standards

The American Association for the Advancement of Science (AAAS) founded Project 2061 in 1985 to help all Americans become literate in science, mathematics, and technology.

With its 1989 landmark publication *Science for All Americans*, Project 2061 set out recommendations for what all students should know and be able to do in science, mathematics, and technology by the time they graduate from high school. *Science for All Americans* laid the groundwork for the nationwide science standards movement of the 1990s. *Benchmarks for Science Literacy*, published in 1993, translated the science literacy goals in *Science for All Americans* into learning goals or benchmarks for grades K–12. *Ask Mark Question* correlates to the following benchmarks, as outlined by Project 2061, found at www.project2061.org/publications/bsl/online/bolintro.htm.

The Physical Setting

Kindergarten through Grade 2

B. The Earth

- Water can be a liquid or a solid and can go back and forth from one form to the other. If water is turned into ice and then the ice is allowed to melt, the amount of water is the same as it was before freezing.
- Water left in an open container disappears, but water in a closed container does not disappear.

F. Motion

- The way to change how something is moving is to give it a push or a pull.