

Day 18 Preparing for the Science Meeting, Part 2		
Reading Strategy: Culminating Activity		Science Concept: Scientists organize their data in a way that is easily understood by others, making it easier to discuss and share.
Reading TEKS: 3.13 E&H	ELPS: Speaking K-12, 19 TAC 74.4(c)(4) D	Science TEKS: 3b2C, 3b2D, 2B2F
Materials for Culminating Activity: Inquiry Circle Group Menu of Choices; materials to support group projects will vary based on choice		
Materials for Science Whole Group Lesson: See lesson.		
Content Vocabulary: Claim – a statement that says something is true based on observations or an opinion Evidence – data collected from the investigation that can be used to support explanations and answers Data - facts or information collected during an investigation; EX: images, measurements, or words Reasoning - thinking about and explaining <i>how</i> the evidence supports a claim		
Science and Literacy Connection: : Scientists present the results of their research and investigations to to other scientists and the public to advance knowledge and encourage collaboration.		

For an expanded version of the Standards listed above, see page ____.

Culminating Activity — 30–45 minutes

OVERVIEW

Students have worked in inquiry circle groups to research various ecosystem. During this time, students have practiced becoming a scientist by speaking, reading, and writing like one. Inquiry circle groups will work together to create a product to share at the end of the unit.

PROCEDURE

- Say something like, “Now that everyone has written a synthesis statement about their ecosystem, we will create a product to share what we know at the end of the unit.”
- Say something like, “Groups will work together to pick one product to create. Remember, your product must show what you know about your ecosystem.”
- Distribute the choice sheet and review the options. For technology-based products, be sure the app is available in your school district and that you are familiar with it.
- Facilitate groups (if needed) to come to a consensus about which product to create.



- Say something like, “Including today, there are three days scheduled to work on the culminating product.”
- Have groups present their products on the last day of the unit.

Science Whole Group Lesson — 30-45 minutes

OVERVIEW

Students finish posters and prepare for their oral presentations at the science meeting.

GUIDING QUESTIONS

Do we have all the evidence we need to support our claim? Have we prepared our data in a way that is easily understood by all? How will we explain our investigation and our results?

BACKGROUND INFORMATION

Today students will finalize the work on their presentations. They should be at a point where they can begin to affix the charts and other information on the poster board.

The teacher will explain how they will present at the science meeting.

SAFETY

There are no safety issues.

MATERIALS

- Posters the teams are working on
- Science notebooks with all student documents, notes, photos, etc.
- Rulers or metersticks
- Markers

SET UP

- Have poster boards, ruler or metersticks, and markers where students can access them.
- Make extra copies of Blank student charts if needed and place on table with the other materials.
- On the board, write the guiding questions.

DAILY OBSERVATIONS

Observations have ended.

PROCEDURE

Engage

1. Direct the attention of the class to the board where you have written the guiding questions. Read each aloud and ask teams to consider them carefully as they complete their posters.
2. Explain that at the science meeting, each team will have 5 minutes to present their posters.

3. Ask the Equipment directors to hand out the Presentation Guide.
4. Read the document aloud to the class, pausing after each point to allow questions or comments.

Explore

5. Tell the students that they have the remainder of the class to complete their posters and presentations.
6. As students work, visit with each team, interviewing them to assess their understanding and progress.

Explain

7. When time is up, direct all teams to return materials to the designated area. There should be a place to put posters as well.
8. If at the end of today there are minor things to be done to complete the posters, let the students know they will have 5-10 minutes at the beginning of class to finish. However, there will not be enough time for major changes or work!

Elaborate

9. Ask students to share any new ideas or questions that may have come up as they worked on their presentations. Discuss.
10. Instruct them to write new ideas or questions in their science notebooks.

Evaluate

11. Did students demonstrate development of new skills in organizing their presentations?
12. Did they communicate new ideas or questions using appropriate science vocabulary?
13. Did they demonstrate developing skills in working as a member of a team?

Expanded Standards

Reading TEKS: 3.13 E&H Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (E) demonstrate understanding of information gathered; (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

ELPS: Student Expectations for Speaking K-12, 19 TAC 74.4(c)(4) The student is expected to: (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency; (E) share information in cooperative learning interactions.

Science TEKS: 3b2C: The student is expected to construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data. 3b2D: The student is expected to analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations. 3b2F: The student is expected to = communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.