

Day 14: Preparing the Science Presentation (Part 2)



Culminating Activity Children complete their culminating projects, which will be presented tomorrow.

Literacy Strategy: inquiry circle teams complete the culminating activity for this unit.

Reading TEKS

ELA.1.13D

CCSS

W.1.7

Science Concept: scientists collaborate on investigations by sharing data within their team and other scientific teams to gain a better understanding about the world around them.

Science TEKS

2018–19: 1.2D, 1.2E

2024–25: 1.1F, 1.3B

NGSS

1-LS2-2, 1-LS3-1

Science and Literacy Connection: at the end of an investigation, scientists share new knowledge with others in many ways, including scientific presentations, published papers, and in the media.

Culminating Activity

OVERVIEW

Children will continue working on their culminating projects today. By the end of today the teams should be ready to present, with each team member assigned a role in the presentation. Presentations will take place tomorrow. We have designated 90 minutes for today’s work, but you may take as long as necessary to best fit the needs of the class.

SUMMARY OF WORK THUS FAR

Throughout the unit, children have worked in science inquiry circles to research various outdoor organisms, and they have developed new knowledge about these organisms as decomposers.

All of the outdoor organisms the children have researched are decomposers called “detritivores” because they feed on detritus: organic waste matter composed of dead plants and animals.

Decomposers play an important role in maintaining food chains and food webs. As natural recyclers, they return important organic nutrients back into the ecosystems where they live. Not all decomposers are the same; it depends on which ecosystem they live in.

Children have also conducted science investigations to determine what pill bugs eat. The results of their science investigations may or may not be conclusive, depending on what food they chose. There should

have been at least some change in certain foods, or perhaps learners observed pill bugs actually feeding. Whatever the results, they should be congratulated for setting up the investigations and collecting data.

Their culminating projects should reflect how they have made reasonable connections between their text-based inquiry and their science investigations as they explain or describe how organisms live together and are dependent on each other in their respective ecosystems.

MATERIALS

Each team needs

- team Inquiry Chart
- “Pill Bug Investigation” journals
- team CER charts
- materials for making a poster or planning a science talk, including traditional materials (e.g., paper, writing/drawing materials, poster board, markers)
- labeled photos of the food in the team’s pill bug mini-habitat
- pill bug mini-habitat (optional for use in the presentation)

SETUP

- Designate a central location where children can access all of the materials needed for their culminating project.

PROCEDURE

In the time allotted, children should be working on their project. During their work time, remind children of the following:

1. What information do they most want to share with others? Remind them of what they have learned about how organisms live with and are dependent on each other in different ecosystems. Cite an example from one of the Inquiry Charts.
2. How can they use the information from their Inquiry Charts, “Pill Bug Investigation” journals, and team CER charts?
3. Are they using images and drawings? Remind the teams that they also have the pictures you took of the food in their mini-habitats and the drawings they made in their journals.
4. Let them know they can use their pill bug mini-habitat if needed.
5. Are they remembering to use science language in their project?
6. Does everyone have a role or job for each part of the project (e.g., writing, drawing, speaking). Remind them that they are a team and should work together to create their project.
7. If they are making a claim, do they have evidence to support it?
8. Remind them that they will be presenting their projects tomorrow and that they should be prepared to answer questions from their audience.
9. As they work, the teacher should move around between the teams, offering guidance as needed and asking questions about their work.

Science Language

- A **claim** is a statement of what you think is true based on observation and evidence.

- **Evidence** is data collected from the investigation that supports (backs up) explanations and answers.
- **Data** are facts and information (such as images, words, and measurements) collected during an investigation.
- **Reasoning** means thinking about and explaining how the evidence supports a claim.

Expanded Standards
<p>Reading TEKS</p> <p>ELA.1.13D: demonstrate understanding of information gathered with adult assistance.</p>
<p>CCSS</p> <p>W.1.7: participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>
<p>NGSS</p> <p>1-LS2-2: Science: uses drawings, sketches, and models as a way to communicate ideas.</p> <p>1-LS3-1: Science & Engineering Practices: make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.</p>
<p>Science TEKS</p> <p>2018–19: 1.2D: record and organize data using pictures, numbers, and words. 1.2E: communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.</p> <p>2024–25: 1.1F record and organize data using pictures, numbers, words, symbols, and simple graphs. 1.3B: communicate explanations and solutions individually and collaboratively in a variety of settings and formats.</p>