


<h2 style="text-align: center;">Day 14: Preparing for the Science Meeting (Part 2)</h2>		
 Culminating Activity Children have made a plan for what their culminating project will include; today they will work on their product. Teams should be ready to present their work at the science meeting tomorrow.		
Literacy Strategy: culminating activity (part 2)	Reading TEKS ELA.3.13E, ELA.3.13H	CCSS W.3.2, SL.3.1, SL.3.1.A
Science Concept: scientists collaborate on investigations and share data within their teams and with other scientific teams to gain a better understanding about the world around them.	Science TEKS 2018–19: 3.2C, 3.2D, 3.3A 2024–25: 3.1F, 3.2B, 3.3A	NGSS 3-LS4-1, 3LS4-3
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 the media.		

Culminating Activity

OVERVIEW

In the previous class, children made a plan for what their culminating project will include; today they will work on their product. Teams should be ready to present their work at the science meeting tomorrow.

MATERIALS

Each team needs:

- science notebooks with all documents, notes, etc.
- materials to make the chosen product, including traditional materials (e.g., paper and writing/drawing materials)
- access to team Inquiry Charts, Team Data Logs, and Team CER Charts
- Optional: “Examples of How to Display Data” sheet

SETUP

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

- If necessary, ensure that each team has access to any technology they require.

WORKING ON THE CULMINATING PROJECT

During the allotted time, teams should be working on their projects. If not already addressed, explain that scientists hold science meetings to share and discuss the results of their investigations with other scientists or the public. Scientists may also meet with members of their own investigation team to share and analyze their data, discuss new questions that have arisen, and perhaps make plans for new investigations.

Remind the children that they have conducted their own investigations as a team, just as scientists often do, with each team member having a specific role. Congratulate the teams for being able to generate “authentic” data—data that has come from their own work!

Optional: If the team is creating a poster for their culminating project, the children may have questions about how to present data from their science investigation.

- Explain that using a chart makes it easier for others to understand the data. It presents the results in a clear and meaningful manner, using less space than text.
- Direct learners’ attention to the “Examples of How to Display Data” sheet for sample charts and graphs that they can use to display their data; they can decide as a team which one to use.
Note: a graph is a type of chart, but a chart is not necessarily a graph.
- Remind learners that they have information on their Team Data Logs, Team CER Charts, and in their science notebooks that should guide them in deciding what data they will use.

End the day by checking learners’ progress on the culminating projects. Remind learners that tomorrow they will present their work as a team and that each team member will be responsible for a part of it!

Science Language

- **Data** are facts and information (such as images, words, and measurements) collected during an investigation.
- **Authentic data** comes from real-life investigations.

Expanded Standards

Reading TEKS

ELA.3.13E & ELA.3.13H: 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.

CCSS

W.3.2: write informative/explanatory texts to examine a topic and convey ideas and information clearly. **SL.3.1:** engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. **SL.3.1A:** come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

NGSS

3-LS4-1: analyze and interpret data to make sense of phenomena using logical reasoning. **3-LS4-3:** construct an argument with evidence.

Science TEKS

2018–19: 3.2C: construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data. **3.2D:** analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations. **3.3A:** analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing.

2024–25: 3.1F: construct appropriate graphic organizers to collect data, including tables, bar graphs, line graphs, tree maps, concept maps, Venn diagrams, flow charts or sequence maps, and input-output tables that show cause and effect. **3.2B:** analyze data by identifying any significant features, patterns, or sources of error. **3.3A:** develop explanations and propose solutions supported by data and models.