

Day 15: The Science Meeting



Culminating Activity

Today children celebrate their work by sharing the results of their research investigations with oral and visual presentations.

Literacy Strategy: presentation day	Reading TEKS ELA.3.13.H	CCSS W.3.1, W.3.1.B, W.3.1.C, W.3.1.D
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: 3.2F 2024–24: 3.3B, 3.3C	NGSS 3-LS4-1, 3-LS2-1
Science and Literacy Connection: scientists make connections between research, investigations, and the natural world around them.		

Culminating Activity

OVERVIEW

Over the course of the past few weeks, the children have learned new skills in scientific inquiry and new science content about food chains and producers. Today, they will share the results of their research and investigations via an oral and visual presentation.

We suggest 45 minutes for the presentations, but the teacher may decide how much time to allow based on class schedule, the number of teams, and learners' needs.

MATERIALS

Each team needs:

- team product
- algae sample (optional, if needed for presentation)
- timer or clock (optional)
- sticky notes
- pencils

SETUP

- Ideally, the tables or desks should be set up in a semicircle so that all teams can see each other; this configuration will also help engage all learners in the discussion.
- Teacher should sit within the semicircle as well.
- Decide the order in which the teams will present.
- Each presenting team will stand in front of the class and be prepared to answer any questions.

PROCEDURE

- Instruct the teams to gather their finished projects and any supplementary materials they need for the presentation.
- Read the order of team presentations and let the teams know how much time they will have to present.
- Ask the other teams to write down any questions or comments they may have on sticky notes and to wait until the presentation is over before asking their questions or commenting.
- Begin the presentations!
- During the Q & A portion, allow learners to ask their own questions of the team or make their own comments. The presenting team will answer the questions and respond to comments.
- If needed, the teacher may add open-ended questions, such as “Why do you think ...?” “How can you explain...?” and “What do you know now that you didn’t know or understand before?”

DEBRIEFING

- After the last presentation is given, ask teams to reflect on what they noticed across all the presentations. What did each presentation tell us about ecosystems and producers? What was the same about all ecosystems? What was different about each ecosystem?
- Invite children to talk about the scientific process of this unit, what they enjoyed, and what they would like to continue to do.
- Congratulate the class on their scientific investigations and their demonstrated new skills while working as scientists. Add that they not only delivered great presentations but also demonstrated that they can think, work, speak, and write like scientists!

EVALUATE

- Were the presentations well organized?
- Were the claims made supported by evidence?
- Did learners make a clear connection between their research and the science investigation?
- Did they communicate new or improved understanding about food chains and ecosystems?
- Did they use scientific language in their presentations?

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.
- **Analyze** to means to carefully examine details or specific information.

Expanded Standards
<p>Reading TEKS</p> <p>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: (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
<p>CCSS</p> <p>W.3.1: write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1B: provide reasons that support the opinion. W.3.1C: use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. W.3.1D: provide a concluding statement or section.</p>
<p>NGSS</p> <p>3-LS4-1: analyze and interpret data to make sense of phenomena using logical reasoning. 3-LS2-1: construct an argument with evidence, data, and/or a model.</p>
<p>Science TEKS</p> <p>2018–19: 3.2F: communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.</p> <p>2024– 25: 3.3B: communicate explanations and solutions individually and collaboratively in a variety of settings and formats. 3.C: listen actively to others' explanations to identify relevant evidence and engage respectfully in scientific discussion.</p>