

# ALL for Science™

Authentic Literacy and Language for Science

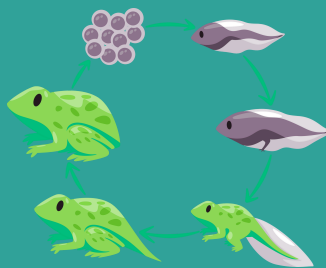
Baylor  
College of  
Medicine

CENTER FOR  
EDUCATIONAL  
OUTREACH

## DAY 15: CULMINATING ACTIVITY (PART 2)

### POSTER SESSION PRESENTATIONS

Teams celebrate their work on the life cycles of animals with a poster session for the other science teams, the teacher, and invited guests.



#### ABBREVIATED STANDARDS

- Reading TEKS: 2(b)(13)(E)(G)
- CCSS: W.2.2, SL.2.1(b), SL.2.5
- NGSS: 2-LS2-2, 2-LS4-1
- Science TEKS: 2.3(A)(B)(C), 2.13(D)

## Day 15: Culminating Activity (Part 2)

**Literacy Strategy:** Teams present their animal life cycle posters through drawings, text, and oral presentations.

**Science Concept:** A life cycle describes the stages or changes an organism goes through during its life.

**Science and Literacy Connection:** Learners have embodied the role of scientists through speaking, reading, thinking, and writing like a scientist. Now it is time to share and celebrate all they have discovered.

### Poster Session Presentations (60–90 minutes)

#### OVERVIEW

Today, the science teams celebrate their work on the life cycles of animals with a poster session for the other science teams, the teacher, and invited guests. The teams have become experts in the specific animals they researched, and they have designed and completed science investigations of their own. Now, as young scientists, they will share the results of their work with the other science teams and invited guests with a scientific poster session.

If teams are not ready to present, some time may be allowed for completion at the teacher's discretion. The teacher may decide what time of the day the poster session will take place. We encourage the inviting parents or colleagues to attend.

#### SAFETY

We discourage using the butterfly growth habitats during the presentation if they contain chrysalises. Movements may disturb them or cause them to fall.

#### MATERIALS

**Each team needs:**

- 2 completed life cycle posters
- Butterfly Investigation Journals
- team Inquiry Chart

## SETUP

- **Before the class**, decide where the posters will be displayed. The two posters for each team should be displayed side by side. (Ideally, the posters for all teams should be placed together, if space allows.)
- Allow space for team members to stand next to their posters when presenting.
- The presenting team will stand in front of the class as the posters are explained; the teams should also be prepared to answer any questions.
- Decide on the order the teams will present in and write this on the whiteboard for reference.

## PROCEDURE

1. Welcome learners and visitors to the poster session. Explain that scientists often share their work across the scientific community through posters or through oral presentations before a live audience.
2. Announce that today is the day teams will share their projects with each other! Point to the whiteboard and read the order of the presentations.
3. Ask, *Does each team have team members assigned to talk about their posters?*
4. Remind learners that they will have only 5 minutes to present. This includes time for questions and answers.
5. Add that, as an audience, all learners must practice good manners and respect. It is important that everyone has a chance to be heard, so members of the audience will need to sit quietly, with their eyes on those presenting (This includes staying quiet during their own team presentation).
6. Allow the class 5–10 minutes to prepare as you check in with each team to make sure that they have what they need.

## PRESENTATIONS

1. When all teams are ready, ask everyone to have a seat, with teams sitting together.
2. Here is suggested wording that the teacher can begin with:  
***Welcome to (teacher's name) science poster session. Today, science teams that have been researching and investigating the life cycles of animals will share what they have learned with their fellow scientists. I'd like to welcome the first team that will be presenting.***
3. At the end of each presentation, allow 1–2 short questions from the class, any observers, or you, the teacher, about the team's investigation. For example, you may ask, *How do the life cycles of your two animals compare? Do the animals go through the same type of changes in their life cycle? What was the most interesting thing you learned about the life cycles of animals?* Allow the team members time to answer.
4. When all investigations have been presented, congratulate the science teams for the work they have done. Remind them that as they worked on their research and science investigations, they were doing the work of scientists. Add how they have shown that they can work together as a team, with team members helping each other to get things done.
5. Allow time for learners to share or reflect on their investigative experiences and on their presentations. Did they feel like real scientists as they worked?

**Note:** At the end of the unit, if the chrysalises have not yet formed, or if the butterflies have not emerged, allow the children to continue to monitor them. Plan a safe butterfly release of the butterflies when the time comes!

## Expanded Standards

### Reading TEKS

**2(b)(13)** 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; **(G)** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

### CCSS

**W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section; **SL.2.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups; **(b)** Build on others' talk in conversations by linking their comments to the remarks of others. **SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

### NGSS

**1-LS2-2** Science: uses drawings, sketches, and models as a way to communicate ideas. **2-LS4-1** Make observations (firsthand or from media) to collect data which can be used to make comparisons.

### Science TEKS

**2.3** Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to: **(A)** develop explanations and propose solutions supported by data and models; **(B)** communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and **(C)** listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion; **2.13** Organisms and environments. The student knows that organisms have structures and undergo processes that help them interact and survive within their environments. The student is expected to: **(D)** investigate and describe some of the unique life cycles of animals where young animals do not resemble their parents, including butterflies and frogs.