

# ALL for Science™

Authentic Literacy and Language for Science

Baylor  
College of  
Medicine

CENTER FOR  
EDUCATIONAL  
OUTREACH

## DAY 10: THE CITY COUNCIL MEETING

### CULMINATING ACTIVITY

At a simulated city council meeting, teams present their reports about the plants in a specific Texas ecoregion and environmental conditions that may caused the plants to acquire new traits.



#### ABBREVIATED STANDARDS

- Reading TEKS: 4.12B, 4.13B, 4.13H
- CCSS: SL.4.4
- NGSS: 3-LS3-2
- Science TEKS: 2018–19: 4.10; 2024–25: 4.13B

## Day 10: The City Council Meeting

**Literacy Strategy:** Communicating like a scientist to report on and share findings from a study with others.

**Science Concept:** Scientists organize their data in a way that is easily understood by others, making it easier to discuss and share.

**Science and Literacy Connection:** At the end of an investigation, scientists share new knowledge with others, including articulating findings to support decisions that communities are trying to make.

### Guided Science Investigation (30–45 minutes)

#### OVERVIEW

Yesterday, teams worked on their culminating project: a report sharing what they have learned about a Texas ecoregion/ecosystem and the inherited and acquired traits of the plants that live there, including how changes in environmental conditions that have taken place (and could continue to take place) in the ecoregion/ecosystem may have contributed to the plants acquiring new traits. Today, teams will present their reports at a simulated city council meeting.

#### MATERIALS NEEDED

**Each team needs:**

- the report they have written

#### SETUP

- Ideally, the tables or desks should be set up in a semicircle so that teams can see each other. This configuration will help engage all learners in the discussion. The teacher should also sit in the semicircle.
- 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.

#### PRESENTATIONS

1. Welcome the children and any guests to the “city council meeting.”
2. Invite each team to present their reports. (Depending on time allotted, you might have each team read their report aloud or choose part of their report to read aloud.)
3. Allow time for each presenting team to answer questions from other learners. You might also pose questions or ask group to elaborate.

## DEBRIEFING

1. After all presentations are complete, ask learners what patterns they saw across the information presented by the teams.
2. Invite learners into the discussion with these questions:
  - What did you notice about the relationship between the environmental characteristic of different ecoregions/ecosystems and the inherited and acquired traits of plants that live there?
  - What similarities or differences did you notice across the presentations?
3. Ask learners to talk about the scientific process in this unit, what they enjoyed, and what they will continue to do.
4. Congratulate learners on the work they did over the duration of the unit!

## EVALUATE

1. Were the reports well organized?
2. Did the evidence given reasonably support the team's investigation claim(s)?
3. Did teams consider their "nonexpert" audience when writing their reports?

## Science Language

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

## Expanded Standards

### Reading TEKS

**4.12B:** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. **4.13E:** Demonstrate understanding of information gathered. **4.13H:** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

### CCSS

**SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### NGSS

**3-LS3-2:** Use evidence to support the explanation that traits can be influenced by the environment.

### Science TEKS

**2018–19: 4.10B:** Explore and describe examples of traits that are inherited from parents to offspring such as eye color and shapes of leaves and behaviors that are learned such as reading a book and a wolf pack teaching their pups to hunt effectively.

**2024–25: 4.13B:** Differentiate between inherited and acquired physical traits of organisms.