

ALL for Science™

Authentic Literacy and Language for Science

Baylor
College of
Medicine

CENTER FOR
EDUCATIONAL
OUTREACH

DAY 14: Sharing Scientific Reports

CULMINATING PROJECT (PART 1)

In Part 1 of the culminating project, teams present their reports (including their diagrams) to the rest of the class and invited guests.



ABBREVIATED STANDARDS

- ELA and Reading TEKS: 5.13(H)
- CCSS: RI.5.9
- NGSS: 5-LS2-1, 5-PS3-1
- TEKS: 5.3(A)(B)(C)

Day 14: Sharing Scientific Reports

Literacy Strategy: Writing 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.

Culminating Project: Part 1 (90 minutes)

OVERVIEW

Yesterday, teams worked on their culminating project: a report sharing what they have learned about methods of food disposal, matter cycling, and energy transfer. Today, teams will present their reports to the rest of the class and invited guests.

MATERIALS NEEDED

Each team needs:

- the report they have written (including the diagram they have created and the team's Reference List Graphic Organizer)

Teacher needs:

- chart paper or whiteboard for scribing learner ideas (used for drafting the recommendation letter during tomorrow's lesson)

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 sharing session.
2. Invite each team to present their report. (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 groups 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 how schools around the U.S. are transferring organic matter (food scraps) from the school to somewhere else so that its stored energy can be used by living things?*
 - *What can we learn from other schools that might help us reduce food waste at our own school?*
3. Ask learners to talk about the scientific process in this unit, what they enjoyed, and what they will continue to do.

EVALUATE

1. Were the reports well organized?
2. Did the evidence presented reasonably support the team's investigation claim(s)?
3. Did the reports include visual representations (or external text features)?
4. Did teams follow genre-specific written conventions for their reports?

Science Language

- A **scientific report** describes all aspects of a science investigation and research.
- Scientific **diagrams** are drawings or representations that can help us understand an object, relationship, or a process, such as the cycling of matter and flow of energy.

Expanded Standards

English Language Arts and Reading TEKS

5.13(H) Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

CCSS

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

NGSS

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment; **5-PS3-1** Use models to describe a phenomena.

Science TEKS

5.3(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; **(C)** listen actively to other's explanations to identify relevant evidence and engage respectfully in scientific discussion.