

Day 15 The Science Conference			
<b>Literacy Strategy:</b> culminating activity: delivering an informational text (evidence of thinking, writing, and speaking like a scientist) to a “scientific” community.		<b>Science Concept:</b> 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.	
<b>Reading TEKS:</b> 3.9(D) (iii) 3.12(B) 3.13(E & H)	<b>CCSS:</b> SL.3.4, SL.3.6	<b>NGSS:</b> 3-LS4-1, 3-LS2-1	<b>Science TEKS:</b> 3(b)(2)(F)
<b>Materials for Culminating Activity:</b> see lesson below.			
<b>Content Vocabulary:</b> <b>Claim</b> —a statement that says something is true based on observations or an opinion. <b>Evidence</b> —data collected from an investigation that can be used to support explanations and answers. <b>Data</b> —facts or information collected during an investigation (e.g., images, measurements, or words). <b>Reasoning</b> —thinking about and explaining <i>how</i> the evidence supports a claim. <b>Analyze</b> —to carefully examine details or specific information.			
<b>Science and Literacy Connection:</b> scientists present the results of their investigations to other scientists and the public to advance knowledge and encourage collaboration.			

## Culminating Activity

### OVERVIEW

Groups have been working on their culminating project for two days. Today, the inquiry teams will participate in a “science conference” where they will present their informational book to share what they have learned about two big ideas: (1) the relationship between plants and their environments, and (2) how change in environments led to change in plant life on Earth. You can refer back to Day 13 for an overview of the project.

### GUIDING QUESTIONS FOR THE CULMINATING PROJECT

Here are some guiding questions you might want to pose for the teams to respond to:

- What claim (or claims) have we made based on our observations and investigations?
- What evidence do we have to support the claim(s)?
- How will we present our evidence?
- How does our investigation of one group of plants represent changes in plant life on Earth over time?

### MATERIALS NEEDED

- Groups will need the books they have created.

### SETUP

- Ideally, the tables or desks should be set up in a semicircle where all teams can see each other. This configuration will help engage all children in the discussion.
- Each presenting team will stand in front of the class, prepared to answer any questions.
- The teacher should sit within the semicircle as well.

- Decide the order in which the teams will present

### PRESENTATIONS

1. Welcome the children to the “science conference” and remind them what a science conference is (see background information for science conferences in the lesson for Day 13).
2. Invite each team to present their books. Ideally, they would read their books in their entirety, but if time doesn’t allow, have each team read their favorite page (or two) and discuss why it was their favorite.

### DEBRIEFING

3. After all presentations are complete, ask children what patterns they saw across the information presented by the teams (e.g., how plant groups are similar or different, why plant groups might be classified the way they are).
4. Invite the children into a discussion with this guiding question: How does each group’s investigation of one group of plants represent changes in plant life on Earth over time?
5. Invite children to talk about the scientific process of this unit, what they enjoyed, and what they will continue to do.
6. Congratulate the children on the work they did over the duration of the unit!

### EVALUATE

1. Were the informational books well-organized?
2. Did the evidence given reasonably support the team’s investigation claim?
3. Did the teams succeed in representing how plants changed over time in response to a changing environment?

### Expanded Standards

**Reading TEKS:** 3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The learner recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The learner is expected to (D) recognize characteristics and structures of informational text, including (iii) recognize organizational patterns such as cause and effect and problem and solution.

3.12 Genres. The learner uses genre characteristics and craft to compose multiple texts that are meaningful. The learner is expected to (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

3.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The learner engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The learner is expected to (E) demonstrate understanding of information gathered; and (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**CCSS:** SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

**NGSS:** 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.