Day 15 Live From the Classroom!			
Literacy Strategy: Presentation Day		**Science Concept:** Scientists collaborate on investigations by sharing data within their teams and then with other scientific teams to gain a better understanding about the world around them.	
Reading TEKS: (1)(b)(13)(E)	**CCSS:** SL.1.4, SL.1.5, SL.1.6	**NGSS:** 1-LS2-2, 1-LS3-1	**Science TEKS:** 1(2)(D)(E)
Materials for Culminating Activity: See lesson			
Content Vocabulary: **Claim –** a statement that says something is true based on observations or an opinion **Evidence** –data that supports a claim or answer **Data**- details, information, or facts that come from research and investigations **Reasoning**- thinking about and explaining *how* the evidence supports a claim			
Science and Literacy Connection: Your students 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!			

Culminating Activity

OVERVIEW

For the last three weeks, children have been engaged in the practices of science by reading, writing, speaking, and working like scientists in collaborative teams. The young scientists have become experts in specific topics they have researched and, they designed and completed a science investigation of their own. Now, like scientists, they will share the results of their work with the other science teams and the "public" with their "live interviews'.

During the inquiry circle time, groups can complete their product if needed

SAFETY

Caution children to carefully move the habitats into the designated place and let them know they will not be opening them. They are simply there for show.

MATERIALS

- Science journals
- Team CER charts
- Class inquiry chart
- Labeled photos of food
- Pill bug habitats
- Research projects

SET UP

Before the class

- Prepare the place where children will place their habitats and projects. They will stand around it for the interview. Teacher may decide to use chairs for seating instead of having the students stand.
- Post the Class inquiry chart where students can reach it to refer to during the presentation.
- Decide the order of team presentations

PROCEDURE

Engage

1. Announce that today is the day for the live interviews! Share the order of presentations with the class.
2. Ask Equipment directors to distribute all of the materials that will be presented.
3. Ask, "Does everyone understand what part they have in the presentation?'" Remind the students they will only have 5 minutes to present!
4. Add they must practice good audience manners and respect. It is important that everyone has a chance to be heard, so they will need to sit quietly with their eyes on those presenting (This includes staying quiet and looking at their teammates as they present during their own team presentation!).
5. Allow the class 5- 10 minutes to prepare.

Explore

6. When all the teams are ready, ask them to have a seat.
7. Begin the interviews as soon as everyone is settled. The teacher can begin by saying something like,
   "Welcome to (teacher's name) Science show. Today our guests are science teams who have been investigating and researching pill bugs and other backyard decomposers. I'd like to welcome (team name) as my first guests, who will explain the results of their investigation. Welcome Team _____. Can you tell the audience how you set up your investigation?" (continue to guide the presentation as rehearshed)

Explain

8. At the end of each presentation, you may choose to allow 1-2 short questions from the class or the teacher about the investigations. You may ask questions such as "What did you see that made you think that?" "Can you tell me how your evidence back up what you're saying?", etc. to prompt with.
   Allow the team members to answer.
9. When all investigations have been presented, congratulate the science teams for the work they have all done!

Elaborate

10. Remind the class about the readings /research they have done on the backyard organisms. Ask, what is one thing they all have in common? (They are all decomposers!)
11. Ask them to share what they now know about the pill bugs. Why did we investigate them? (They are decomposers too!)

Evaluate

12. Did students communicate understanding about the results of their investigation?
13. Were they able to reasonably communicate how the evidence supported their claims?
14. Did they reasonably communicate how the science investigation and the research were connected??

Teacher note: At the end of the unit, plan a safe manner and place to release the pill bugs (garden, yard, etc.) Remind the class that they have an important job to do as decomposers and it is important to return them to their natural habitat.

Expanded Standards

Reading TEKS: (1)(b)(13)(E) 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) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
CCSS: (SL.1.4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.6) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)
NGSS: 1-LS2-2) Science uses drawings, sketches, and models as a way to communicate ideas. 1-LS3-1 Science & Engineering Practices-Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.
Science TEKS: 1(2)(D) record and organize data using pictures, numbers, and words; and (E) communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.