

Learning Experience 11

Evidence to Support Casual Relationships & Building a Case

DAILY MESSAGE/DO NOW

Check in each day using the Experience 11 Do Now Team Goals document - what are your team goals for the day? How are you achieving your goals?

Teacher Prep/Materials

- Laptop cart
- EcoMUVE
- Experience 11 Presentation & Do No
- Experience 11 - Oral Presentation Rubric
- Scratch
- MakeyMakey Kits
- Circuit Scribe Pens
- Copper Tape
- Snipping Tool (Windows) or Screenshots (Mac)
- Watercolor Food Webs
- Watercolor Organisms
- Any materials from previous classes to help contribute to the success of the final project.

Summary

Students will use the sources of their evidence to support their claims and record their thinking Google Slides. Individual students will write support for their claim based off their research in their roles. Using Scratch, MakeyMakey and their final watercolor food webs, students will model their claim and solution through developing an interactive ecosystem.

Understanding and Performance Goals

- Students will be able to formulate an argument for why they believe visitation is low and compile evidence to support the claims.
- Students will be able to work in teams to present a final claim with a team food web/concept map.

Analyze (5 min.)

Quickly review the support materials for completing the final project such as the project rubric, Google Slides template (if needed), presentation slide requirements, and team watercolor food web requirements.

Expand (5 min.)

1. Explain that students are going to put together a coherent argument and support their argument with evidence from the virtual world in their science teams. Each of the members of the team should be able to contribute a slightly different perspective and enrich their argument.
 - Teams will present their argument and evidence in class.
 - Each team will have about 5-8 minutes to present their ideas.
 - Students may present any of the following to support their ideas about why visitation was low:

Time

150 minutes
(approximately 3
classes, but less time
may be needed)

- Their team watercolor concept map
- Graphs from EcoMUVE
- A visual representation of any other evidence (info from the Field Guide, Learning Quests, Food Web Tool, or characters in the world)
- Teams may plan to divide their presentation by having each student explain the argument and evidence relating to their role.

Explore (25 min.)

1. Have students get into their teams to develop their Google Slides presentation, the final watercolor food web with MakeyMakey hook ups, and their Scratch project. Students should support the connections with evidence.
2. Use the suggested goals for each working day in Experience 11 - Presentation to help guide students.
3. Circulate among the teams to help them develop their arguments.
4. As teams complete their projects, encourage them to use the Experience 11 - Oral Presentation Rubric as a guide for how to deliver an effective presentation.

Review, Extend, Apply (5 min.)

1. At the end of each working class, sign off/check off on the team goal sheets.