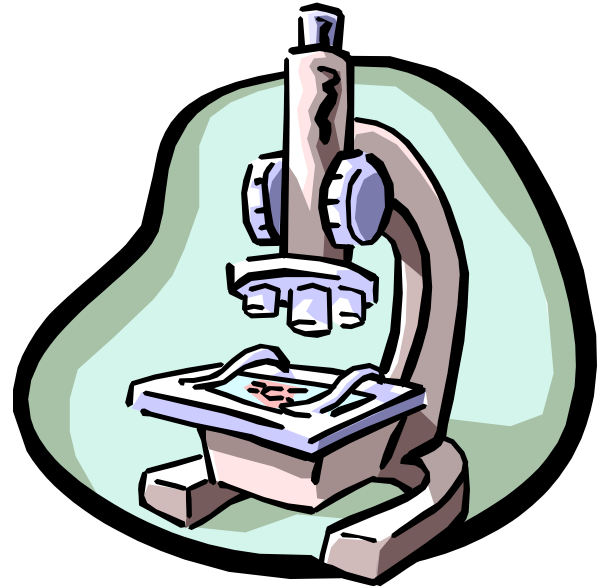


Students as Presenters in the Science Classroom

Construct a scientific community of presenters in the science classroom. Using the CA science content standards, students will be exposed to a variety of presenting formats to build self-esteem, increase communication skills and develop the scientific concepts.

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Science Inquiry Skills



Thinking Like a Scientist

Observing

Inferring

Predicting

Classifying

Making Models

♥Communicating

Making Measurements

Measuring

Calculating

Creating Data Tables And Graphs

Data Tables

Bar Graphs

Line Graphs

Circle Graphs

Conducting a Scientific Investigation

Posing Questions

Developing Hypotheses

Designing an Experiment

Controlling Variables

Forming Operational

Definitions

Interpreting Data

Drawing Conclusions

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Methodology

- 1) Building a community**
- 2) Variety of Presentations**
- 3) Provide Rubrics**

BUILDING A COMMUNITY



- **Participation Points-** every student gets called on early and often for answering questions to the class.
- **Partner Share-**Students exchange information with a partner, then present their partners work to the class.
- **Cooperative Learning-** Cooperative training tools handout, Rules for cooperative learning, Assign roles to students, Practice with non-academic tasks. Expand to use with science investigations.
- **Active Listening-** Students record information from the presenter and answers to questions. This validates the presenter as an expert of information being presented to the class.

Class Rules Room 404:

Citizenship Grade

1. My behavior in class was
2. My homework was completed
3. I raised my hand before talking
4. I listened to instructions
5. I finished all of my assignments
6. I participated in class discussions
7. I was courteous to other students
8. I stayed on task
9. I was respectful to the teacher
10. I am proud of my performance

	O	S	N	U

O = Always S = Usually N = Sometimes U = Never

My citizenship grade for the week should be _____

My homework grade should be _____

This is what I will work on next week to improve my citizenship grade. _____

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Presentation

Types

Presentation Types

- **Journaling Key Terms:** A student gives a term, the definition, and how it relates to the chapter.
- **Lab Safety Presentation:** A student makes a safety poster, explains it to a partner, the partner presents to the class.
- **Cooperative Group Work:** Students assume roles during lab activities; the reporter presents the findings to the class.
- **Team Poster:** Three students design a city map and assign cell organelles to each function of the city. They present to the class.
- **Recycle Project:** Teams build a model of a city representing similar functions as parts of a cell. The team presents to class.
- **Word Processing Document:** Teams of students write a booklet about the cell organelles and functions.
- **Power Point Presentation:** Each student is to research a different topic, and presents individually to the class.
- **Copy-Change a poem:** Each student chooses a poem and replaces key elements with new information. The partner presents the new poem to the class.
- **Scientific Convention:** Each student performs an individual science investigation, the student writes a formal lab, and presents to individuals visiting their booth.
- **Mock Interviews:** Students respond in letter format to an advertisement for a teaching assistant.

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Presentation

Details

Presentation Details

- 1) **Journaling Key Terms:** A student gives a term, the definition, and how it relates to the chapter.
- 2) **Lab Safety Presentation:** A student makes a safety poster, explains it to a partner, the partner presents to the class.
- 3) **Cooperative Group Work:** Students assume roles during lab activities; the reporter presents the findings to the class.
- 4) **Team Poster:** Three students design a city map and assign cell organelles to each function of the city. They present to the class.
- 5) **Recycle Project:** Teams build a model of a city representing similar functions as parts of a cell. The team presents to class.
- 6) **Word Processing Document:** Teams of students write a booklet about the cell organelles and functions.
- 7) **Power Point Presentation:** Each student is to research a different topic, and presents individually to the class.
- 8) **Copy-Change a poem:** Each student chooses a poem and replaces key elements with new information. The partner presents the new poem to the class.
- 9) **Scientific Convention:** Each student performs an individual science investigation, the student writes a formal lab, and presents to individuals visiting their booth.
- 10) **Mock Interviews:** Students respond in letter format to an advertisement for a teaching assistant.

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Implementation

Plan

Life Science 7th grade Holt Science Text 18-week plan (Semester 1)

Week	Chapter	Chapter Title	Standard	Presentation
1	0	Class Room Rules Ice Breaker Activities Cooperative Group Skills	7,7b,7c,7e	Partner Share Cooperative Group
2	1	The world of life science	3, 3a, 7,7a,7b,7e	Key word-Journaling Cooperative Group
3	1	The world of life science	7,7a,7b,7c,7d,7e	Key word-Journaling Partner Share
4	1	The world of life science	7,7a,7b,7d	Key word-Journaling Cooperative Group
5	2	It's Alive! Or, Is It?	1,1a,1f,2,2a,2b 5,5a,5b,7,7a	Key word-Journaling Copy change poem
6	2	It's Alive! Or, Is It?	1,1a,3,3c,7,7b	Key word-Journaling Cooperative Group
7	2	It's Alive! Or, Is It?	1,1a,2,2e,7,7a 7b,7c,7e	Key word-Journaling Partner Share
8	3	Light and Living Things	6,6a,6e,6f,6g 7,7a,7b,7c,7d	Key word-Journaling Portfolio #1
9	4	Cells: Basic Unit of Life	1,1a,1b,1f,5,5a, 5b,7,7a,7b,7d	Key word-Journaling Cooperative Group
10	4	Cells: Basic Unit of Life	1,1a,1b,1c,1f,2, 2e,4,4e,5,5a,7a	Key word-Journaling Cell catalogue
11	4	Cells: Basic Unit of Life	1,1a,1b,1c,1d, 6f,7,7a,7b,7c	Key word-Journaling Partner Share
12	5	The Cell in Action	1,1a,7,7a,7c,7e	Key word-Journaling Cell as a city -Maps
13	5	The Cell in Action	1,1a,1b,3c,4,5, 5a,7,7a,7c	Key word-Journaling Cooperative Group
14	5	The Cell in Action	1,1b, 1e, 1f, 2,2e, 7b, 7d	Key word-Journaling Cell as a city -Model
15	6	Heredity	2b,2c,2d,5,5f, 7,7b,7c,7d	Key word-Journaling Partner Share
16	6	Heredity	1,1c,1e,2a,2b, 5a,7,7b,7c	Key word-Journaling Cooperative Group
17	7	Genes and Gene Technology	1,1a,7,7a,7b,7c	Key word-Journaling Partner Share
18	7	Genes and Gene Technology	2,2a,2d,2e,3b	Key word-Journaling Portfolio #2

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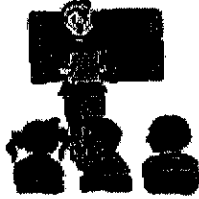
C l a s s

R u b r i c s

Class Rubrics

- **Oral Presentation Rubric:** Students work on six areas of performance: Body Language, Eye Contact, Introduction, Pacing, Poise, and Voice. This rubric is scaled from one-to-four and is teacher graded. This documents student improvement over the year.
- **Group Participation Rubric:** Based on instructions for cooperative group work including: Helping, Listening Participating, Persuading, Questioning, Respecting, and Sharing. This rubric is scaled from one to four and teacher graded. This documents student improvement over the year.
- **Portfolio Rubric:** A comprehensive portfolio will contain all of the following: Required Materials, Inclusions, Concepts, Critique, Organization, Presentation and Enthusiasm. This grade is a percentage grade: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 10-59=F, 0= *no work submitted.
- **Resume Rubric:** A portfolio resume will contain the following information: Introduction (of self as a science student), Qualifications for position (detailing what the student learned), Skills (what you are able to do), Conclusion (include how science will help you in life?).
- **Self-Assessment:** Students grade self and team partners following group activities. Using a scale of 0,1, and 2, students read through a list of questions for themselves and their partner's participation. Individuals add up the points and make suggestions for working better next time.
- **Student Assessment:** Student completes a presentation assessment on the different presentation styles. Using a rating scale of one-to-five, 1= low interest and 5= high interest. They grade each activity and include what they liked or disliked about the presentations. Students can make suggestions to improvements and changes.

**Goleta Valley Junior High
Oral Presentations**



Name: _____

Teacher: Mrs. Laband

Date Submitted: _____

Title of Work: _____

	Criteria				Points
	4	3	2	1	
Body Language	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	---
Eye Contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	---
Introduction and Closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	---
Pacing	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	---
Poise	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	---
Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	---
				Total---->	---

Teacher Comments:

Goleta Valley Junior High

Group Work Rubric

Name: _____

Teacher: Mrs. Laband

Date: _____

Title of Work: _____

Skills	Criteria				Points
	1	2	3	4	
Helping The teacher observed the students offering assistance to each other.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	_____
Listening The teacher observed students working from each other's ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	_____
Participating: The teacher observed each student contributing to the project.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	_____
Persuading: The teacher observed the students exchanging, defending, and rethinking ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	_____
Questioning: The teacher observed the students interacting, discussing, and posing questions to all members of the team.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	_____
Respecting: The teacher observed the students encouraging and supporting the ideas and efforts of others.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	_____
Sharing: The teacher observed the students offering ideas and reporting their findings to each other.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	_____
Total Points					_____

Teacher Comments:

Rubric for Portfolio Assessment

Portfolio Points	Criteria
90-100	All required materials are included, with a significant number of additional entries. Work demonstrates noticeable progress in the understanding of scientific concepts and in the ability to apply scientific concepts outside the classroom. Clear, well-organized, and creative entries demonstrate a building enthusiasm for the project.
80-89	All required materials are included, with a number of additional entries. Work demonstrates progress in the understanding of scientific concepts and in the ability to apply scientific concepts outside the classroom. Entries are clear and well-organized, and they increase in number from beginning to end.
70-79	Most of the required materials are included. Work demonstrates a general understanding of scientific concepts and their applications, but it has not improved significantly from beginning to end of course. Organization and clarity of Portfolio is acceptable.
60-69	Key portions of required materials are missing. Portfolio is not well-organized, and attempts to communicate information often show the misunderstanding of concepts and their applications. Progress of student from beginning to end of course is not clearly evident.
10-59	Large portions of required materials are missing. Existing materials are disorganized, and Portfolio is confusing to view. Difficult to monitor progress of student from beginning to end of course.
0	No work was attempted.

Self-Evaluation of Cooperative Group Discussion

Scoring Key: 2 Often 1 Sometimes 0 Never	Group: _____ Unit/Chapter: _____ Activity: _____
--	--

- _____ I contributed to the discussion.
- _____ I questioned the ideas of the other group members.
- _____ I was willing to have my ideas questioned.
- _____ I showed respect for the ideas of the other group members.
- _____ I listened to the other members of my group without interrupting them.
- _____ I modified my views when faced with new ideas.
- _____ I helped to involve every member of the group in the discussion.
- _____ I stayed focused on the topic.
- _____ I got along well with the other members of my group.
- _____ I showed interest in and enthusiasm for the discussion.

I acquired the following ideas as a result of the discussion:

I could improve my ability to participate in a small group discussion by:

Comments:

Signature: _____ Date: _____

**Teacher
Comments:**

Signature: _____ Date: _____

Self-Evaluation and Peer Evaluation of Cooperative Group Discussion

Scoring Key: 2 Often 1 Sometimes 0 Never	Group: _____
	Unit/Chapter: _____
	Activity: _____

In the second column, I have put check marks beside at least three items that I have chosen to evaluate today. In the columns to the right, I have scored my performance on these items and the performance of each of the members of my group.

Skill	Myself	Me			
Contributed information and ideas to the discussion					
Questioned the ideas of others					
Was willing to have ideas questioned					
Showed respect for the ideas of others					
Listened to others without interrupting					
Modified views when faced with new ideas					
Helped involve everyone in the discussion					
Helped the group stay focused on the topic					
Got along well with all group members					
Showed interest and enthusiasm					

Here are some suggestions to make our group work better.

Goleta Valley Junior High Resume Rubric



Name: _____

Teacher: Mrs. Laband

Date : _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Introduction	Introduction is not developed for the reader to get to know applicant.	Describes yourself as a student. Not clear why you should be selected.	Somewhat describes yourself as a science student. Tells why you should be selected	Thoroughly describes yourself as a science student.. Clearly shows why you should be selected.	—
Qualifications	Claims to have learned a great deal over the year. No proof provided.	Some details about what the student learned over the year. Some proof provided.	Some details about what the student learned over the year. Backed with proof	Significant details about what the student learned over the year. Backed with evidence to support claims.	—
Skills	Claims to have many valuable science skills . No proof provided as support	Few skills the student can perform in a science classroom. Some evidence to support claims.	Some details about skills the student can perform in a science classroom. Backed with some evidence to support claims.	Significant details about skills the student can perform in a science classroom. Backed with evidence to support claims.	—
Conclusion	Does not show why you should be selected. Few conclusions are reached from the lack of evidence provided	Some conclusions are reached from the evidence provided	Somewhat shows why you should be selected. Some conclusions are reached from the evidence provided	Clearly shows why you should be selected. Numerous conclusions are reached from the evidence provided	—
Presentation	Monotone voice, high tension, speaks quickly, or slowly, no eye contact with audience. Low audience interest.	Very little movement or, eye contact, improve pacing, poise, and voice. Minor mistakes	Acceptable body language, eye contact, pacing, poise, and clear voice. Minor mistakes	Excellent body language, eye contact, pacing, poise, and clear voice. Clearly holds audience interest.	—
				Total---->	—

Teacher Comments:

Name: _____

Teacher: _____

Per. ____ Date: _____

Student Assessment of Learning Activities:

Rate each activity according to how beneficial each activity helped you learn the material. Circle the number that best describes your learning experience.

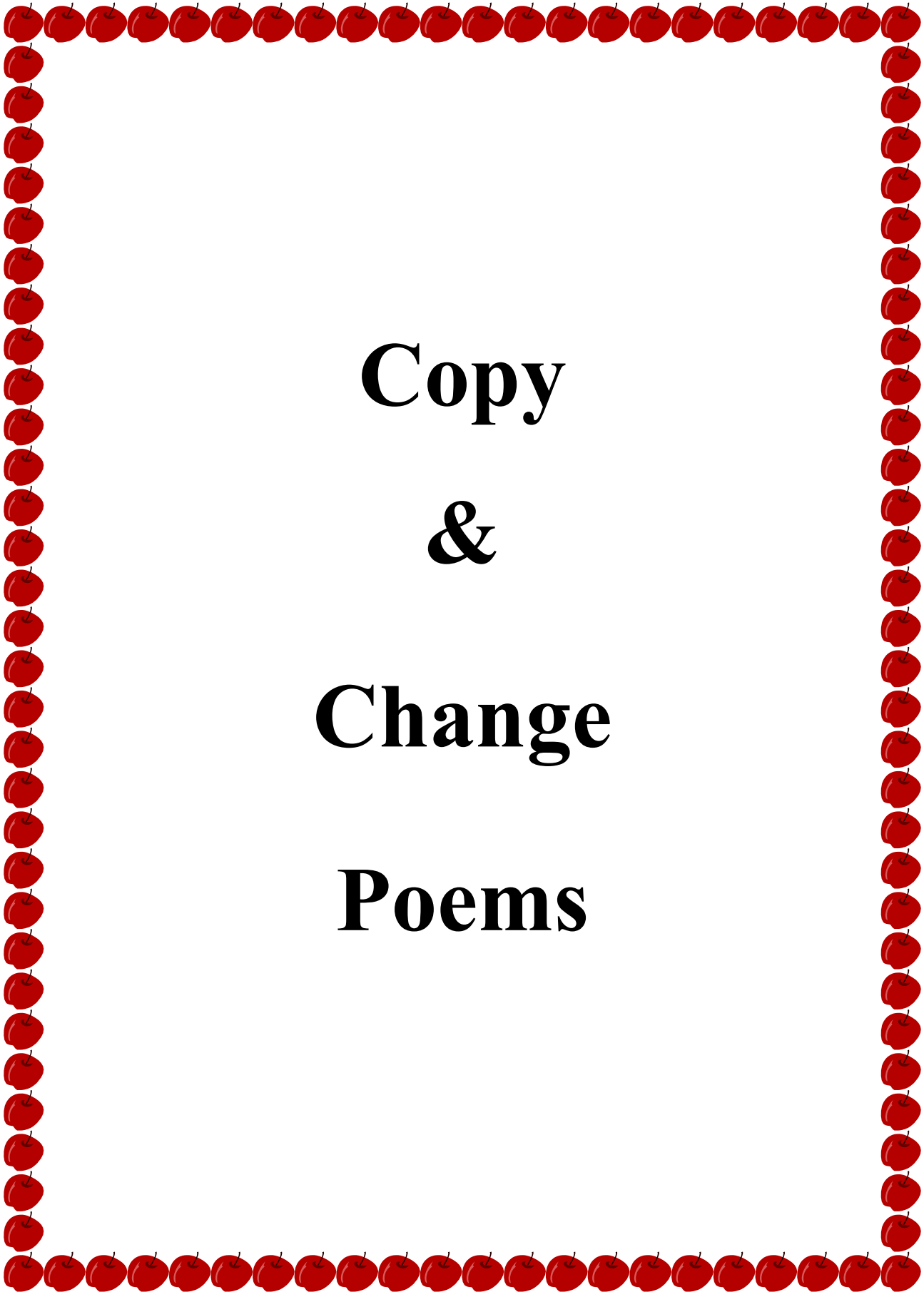
1= Low value, 5= High value

Journaling Key Terms	1	2	3	4	5
Lab Safety Presentation	1	2	3	4	5
Cooperative Group Work	1	2	3	4	5
City Map Team Poster	1	2	3	4	5
City Model Recycle Project	1	2	3	4	5
Word Processing Document	1	2	3	4	5
Power Point Presentation	1	2	3	4	5
Copy-Change a poem	1	2	3	4	5
Scientific Convention	1	2	3	4	5
Mock Interviews	1	2	3	4	5

1. If you could only pick one activity to keep, it should be, explain why:

2. If you could only pick one activity to remove, it should be, explain why:

3. Future suggestions: _____



**Copy
&
Change
Poems**

Copy & Change,

Polymers.
Squirrels in my notebook

I went to Stanley Park, Room 1172
to put ~~squirrels~~ polymers in my notebook hand
My teacher said
write everything you found out
about squirrels polymers.

and so I will

I saw a fat one Red one, blue on and yellow.
shaped like a peanut butter jar blob. in my hand.
attacking my hat stars, windows
and balls

it changed with the student. into?
his moustache was made of chips
he ran sideways into the sky and

He looked like a ginger cat transparent
with a branch for a tail w/ bubbles from the start.

He was so mad he ran down again It slide
and I can't write down my things
what he said to me to table.
& cups.

Lucky for me I had a sandwich bag to put it in.
to share with him to be saved for
He smiled at me till his teeth to a rainy day.
weren't hungry a nother day.
and jumped into the sky when I can
with his jammy legs play with it again
he turned into like a my last friend
a kite.

Florence McNeil

Squirrels in my notebook

I went to Stanley Park
to put squirrels in my notebook
My teacher said
write everything you found out
about squirrels

and so I will

I saw a fat one
shaped like a peanut butter jar
attacking my hat

his moustache was made of chips
he ran sideways into the sky

He looked like a ginger cat
with a branch for a tail

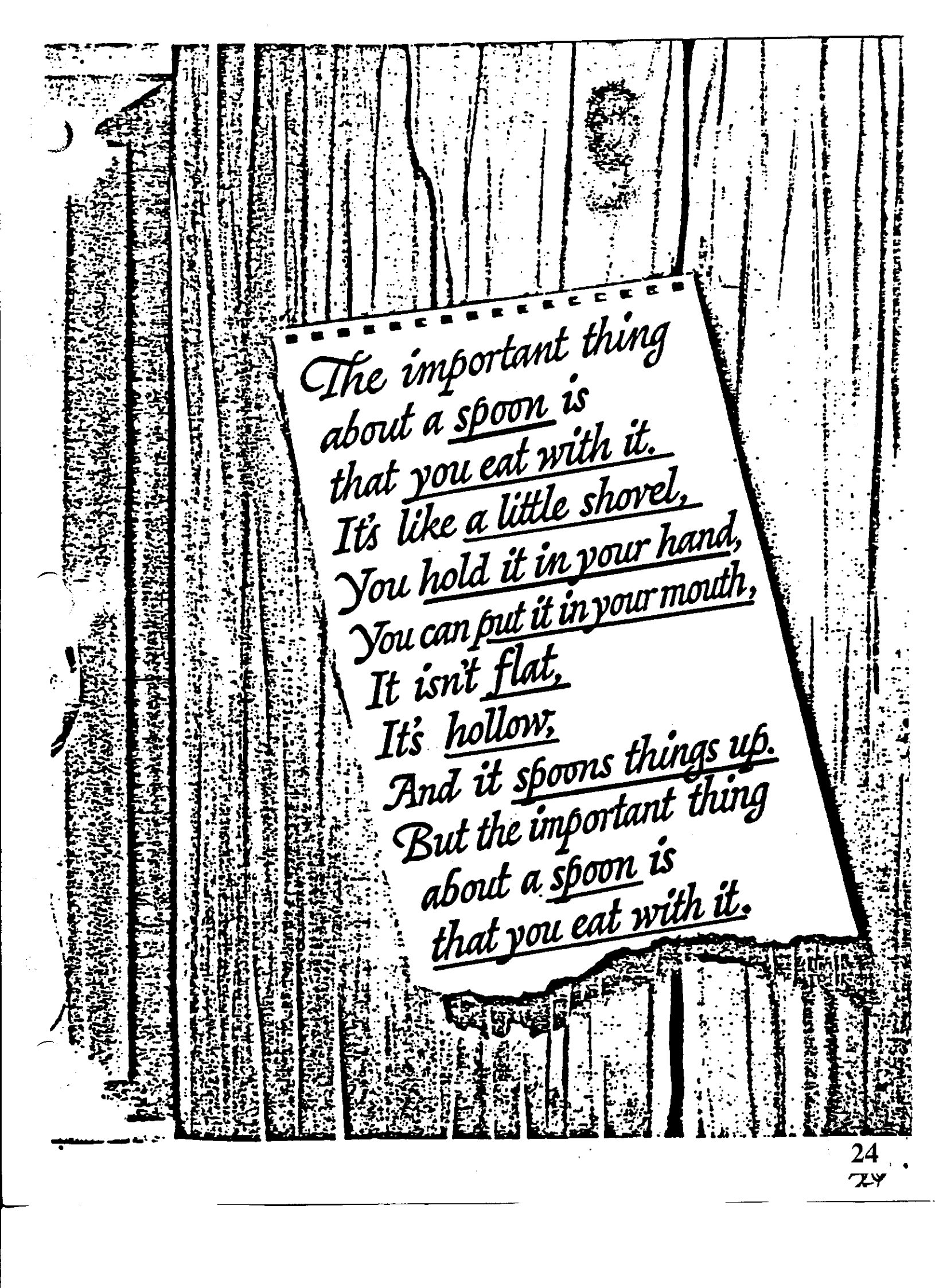
He was so mad he ran down again
and I can't write
what he said to me

Lucky for me I had a sandwich
to share with him

He smiled at me till his teeth
weren't hungry
and jumped into the sky
with his jammy legs

he turned into
a kite.

Florence McNeil



The important thing
about a spoon is
that you eat with it.
It's like a little shovel,
You hold it in your hand,
You can put it in your mouth,
It isn't flat,
It's hollow,
And it spoons things up.
But the important thing
about a spoon is
that you eat with it.



Cooperative

Group

Work

GROUP EXPECTATIONS

**ALL STUDENTS WORK TOGETHER
TO GET ONE SOLUTION**

**EVERYONE NEEDS TO UNDERSTAND
HOW THEY GOT THE SOLUTION OR
ANSWER BEFORE YOU CAN GO
ON TO THE NEXT PROBLEM**

NO PERSON IS THE BOSS

**DO NOT RACE WITH OTHER GROUPS
TO BE THE FIRST ON FINISHED.
WORK SLOWLY AND CAREFULLY.**

**STAY IN YOUR GROUP, YOU MAY
CHANGE GROUPS ONLY WITH THE
CONSENT OF THE TEACHER.**

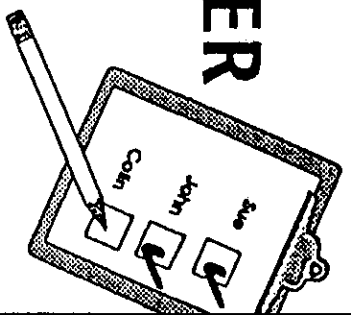
EVERYONE IS TO HELP.

**IF YOU UNDERSTAND SOMETHING AND
ANOTHER PARTNER DOESN'T,
EXPLAIN IT TO THEM.**

**DO NOT ASK FOR HELP UNTIL EVERYONE
IN YOUR GROUP HAS TRIED TO FIGURE
OUT THE PROBLEM AND CANNOT.**

EVERYONE COOPERATES

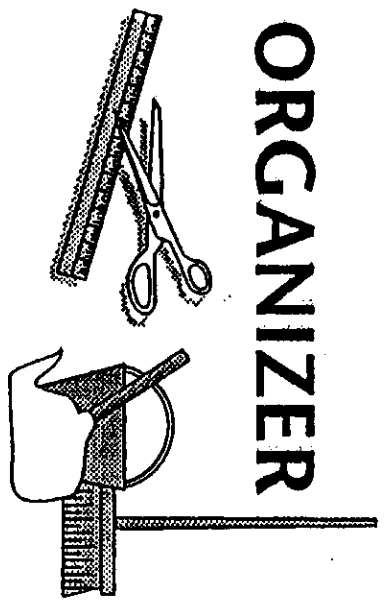
CHECKER



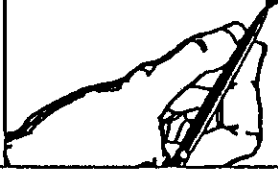
FACILITATOR



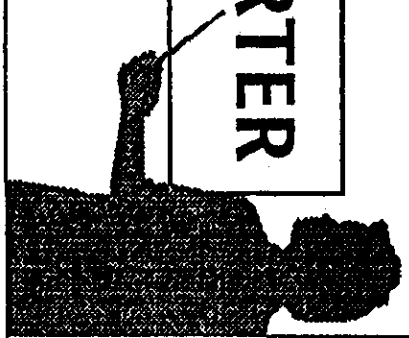
ORGANIZER



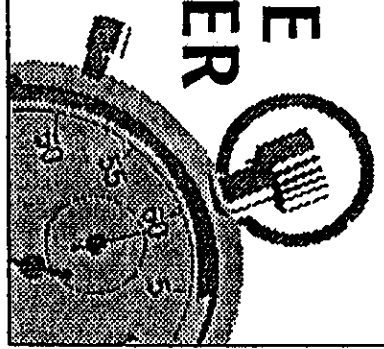
RECORDER



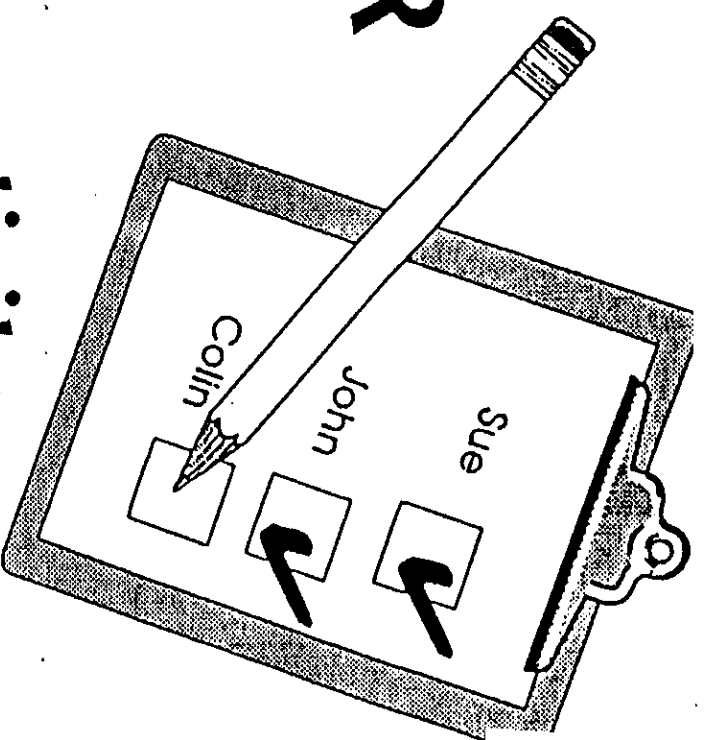
REPORTER



**TIME
KEEPER**



CHECKER



- ▶ Gets group to help each other complete activity
- ▶ Makes sure everyone completes the activity
- ▶ Collects completed material after group is finished

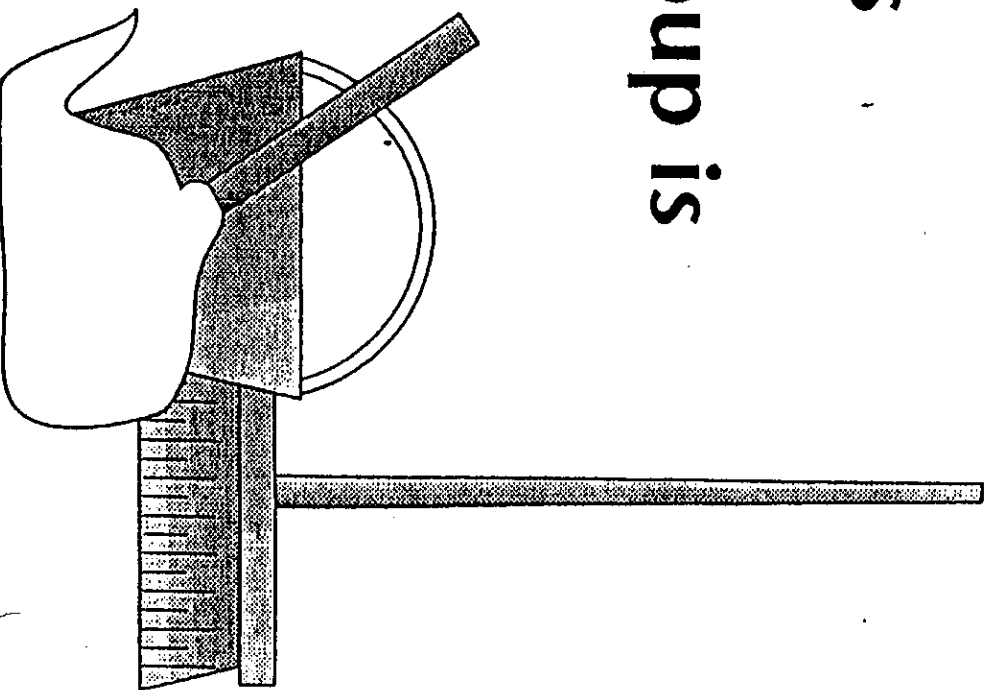
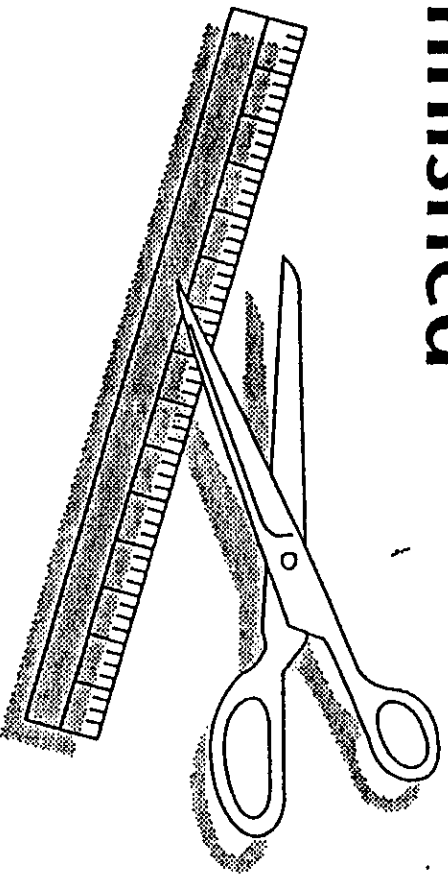
FACILITATOR



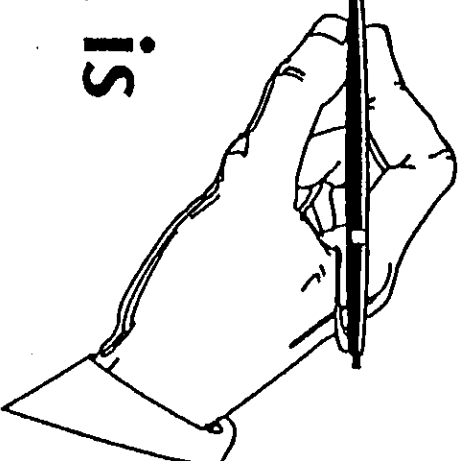
- ▶ **Makes sure group understands task**
- ▶ **Gets group to solve problem together and help each other**
- ▶ **Calls teacher if group cannot solve problem**

ORGANIZER

- ▶ Sets up activity for the group
- ▶ Passes out materials
- ▶ Cleans after the group is finished

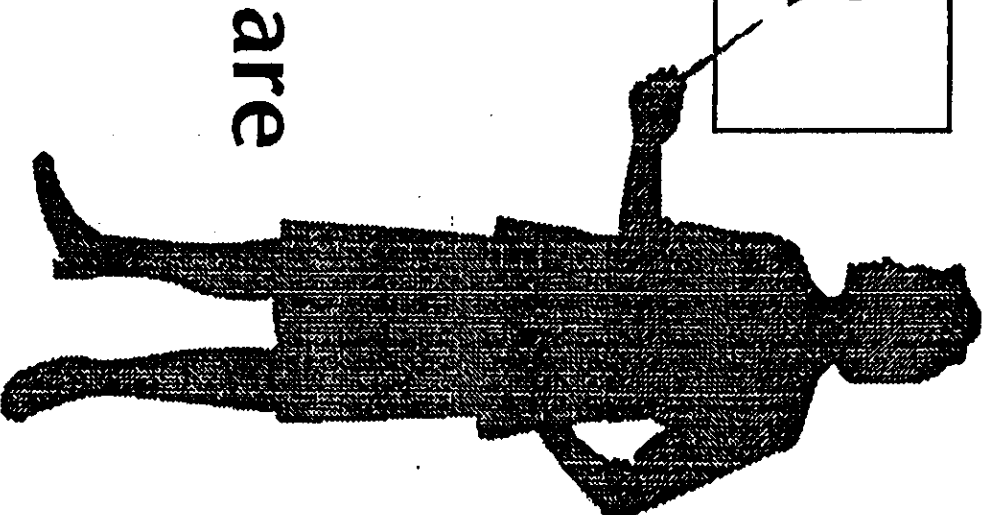


RECORDER



- ▶ Asks the group what is to be written
- ▶ Legibly writes the information to be shared
- ▶ Reads the information to the group

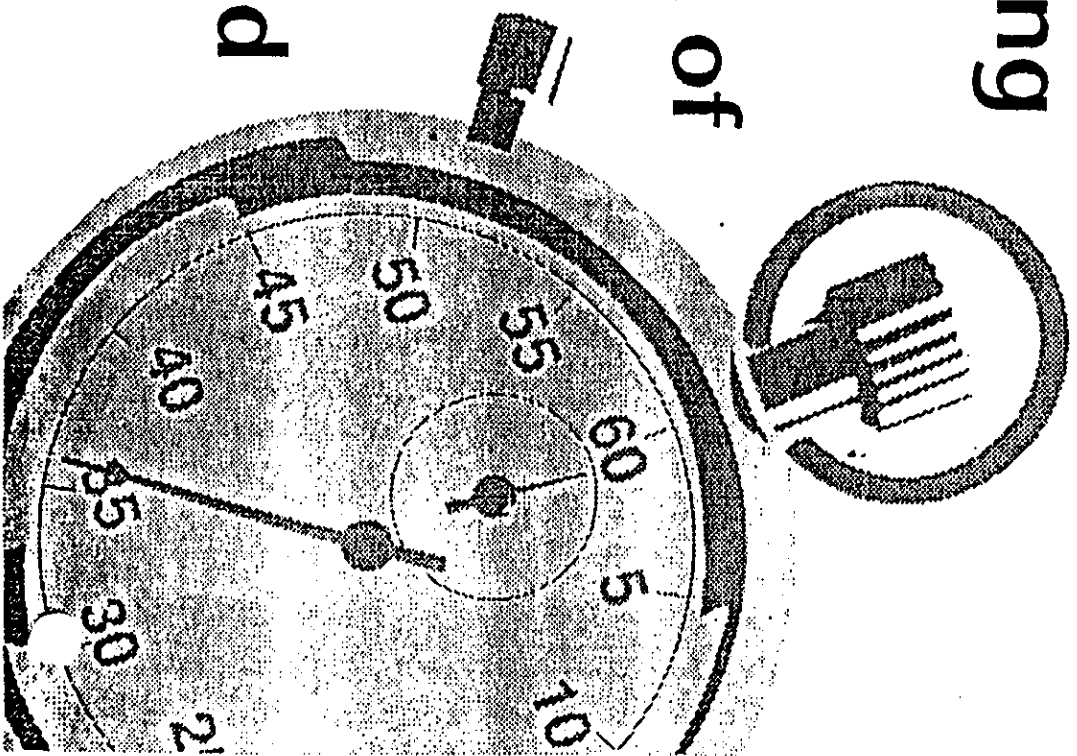
REPORTER



- ▶ **Asks the group:**
 - **what they learned**
 - **what they want to share with the class**
- ▶ **Tells the class:**
 - **activity completed**
 - **what the group discovered**

TIME KEEPER

- ▶ Notes time for task and keeps track of time remaining
- ▶ Responds to group questions on amount of time remaining
- ▶ Informs group when time is almost finished





Research

Report

Basic Essay or Powerpoint

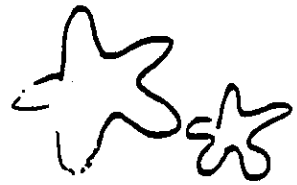
Research Reports

DOING THE RESEARCH



1. **PICK** an interesting topic and **WRITE** down the questions you have about the topic.
2. **BE SURE** you have enough good books on the subject that you can read on your own.
3. **MAKE** a Research Matrix and label the categories.
4. **LOOK** at the bold print, the pictures and the graphs in one book.
5. **READ** the information, a page or two at a time.
6. **SUMMARIZE** information out loud in your own words.
7. **CLOSE** the book and write your summary in the right category on the matrix.

KEEP DOING these steps until you have enough information for your report and have used all your books and resources.



How To Write An Essay

Judy Bowers

Introduction: Write About The **BIG** Idea. What Is My Topic? What Do I Want To Tell About?

First Body Paragraph: Write One Important Fact About the Big Idea With Comments, Opinions and Details Like Who, Where, When, How, Why.

Second Body Paragraph: Write Another Important Fact About the Big Idea with Comments, Opinions and Details Like Who, Where, When, How, Why.

Third Body Paragraph: Write Another Important Fact About the Big Idea with Comments, Opinions and Details Like Who, Where, When, How, Why.



Conclusion:

Restate the Important Facts and Make Comments That "Tie Up" the Essay So That It Feels Finished.



Animal Matrix _____ Name _____

<i>Description</i>	<i>Habitat</i>	<i>People's Interaction With Animal</i>	<i>Food/Food Chain</i>	<i>Life Cycle</i>	<i>Interesting Facts</i>

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Science

Portfolio

Reflection of student work

The Five Paragraphs of a Basic Essay

It is important to learn the components of each paragraph in the standard essay. Here is a précis. Note that these components follow, in paragraph form instead of sentence form, the same pattern as the strong-verb paragraphs.

Expository/Clarification, Descriptive, or Persuasive

Paragraph #1 —

- This is your introduction. Begin with a good "grabber."
- Restate the topic and define it.
- State three arguments (persuasive), explanations (expository/clarification), examples, or focal points to describe (descriptive).
- Conclude with a transition sentence that leads into the next paragraph.

Paragraph #2, Paragraph #3, and Paragraph #4 —

- These paragraphs are the body of your essay.
- Use a transition at the beginning of each paragraph. Try to be different.
- In each paragraph you develop one of your arguments, points, focal points of description, or explanations as fully as you can, restating the argument (persuasive), explanation (expository/clarification) or object of description (descriptive) and then expanding on it with examples or evidence that support it.
- These are the most important paragraphs in the grading of the State Assessment Test. The judges are looking at how you support the broad statements you make. Use nitty-gritty detail!
- Each of these paragraphs (as well as the body of the essay) needs an introductory sentence and a concluding sentence.
- These are the paragraphs where it is important to use spectacular vocabulary to show a good knowledge of words.
- A little well-placed humor and creativity definitely add to the quality of the paper.

Paragraph #5 —

- This is your conclusion.
- Restate your topic in words that are different from those in paragraph 1.
- Summarize paragraphs 2, 3, and 4.
- Draw a one-sentence conclusion.
- End with a "zinger" that makes the reader think or smile.

Final Portfolio Assignment

Due Date:

Name: _____

- 1) Portfolio assignment for work completed during your school year. This is a six paragraph essay reviewing what you learned during this school year. Put eight samples of science work in the back of the essay. Keep them in the same order that it is mentioned in the essay. This is your proof and evidence that it was completed this school year.

Introduction: Describe yourself as a science student. Inform the reader what this essay is about, and what topics you are about to cover. Keep the topics in the same order that you described in the introduction. It's a good idea to put them in order by dates. Check the dates on your papers for correct quarters. Put the information of the dates on the backside of this sheet for future review.

1st Quarter Review: You will write about two different things you learned about during the first quarter, (this means two different papers of evidence). Study the first paper. Then write about what you learned about the topic, give examples and explain scientific terms. Include other activities you did that helped you learn about the topic. Add what was easy, or difficult or fun activities you did while learning this topic. Site your work " you will find my proof and evidence on page 1" Next, look at the second page you selected for this quarter. Study this paper. Then write about what you learned about the topic. Include general information about other activities that helped strengthen your knowledge about the topic. Give examples and explain technical terms. Add if this topic was easy or difficult of fun and why. Site your work. "You will find my proof on page # 2.

2nd Quarter Review: Repeat instructions for 1st quarter

3rd Quarter Review: Repeat instructions for 1st quarter

4th Quarter Review: Repeat instructions for 1st quarter

Conclusion: How was this year in science? Was the class too easy or too difficult? Explain why. What did you like the best or the least? Did this class meet your expectations? What could have been done differently to better meet your needs. How will science help you in life?

SHARING PORTFOLIOS

Once the portfolio is complete, it needs an audience. There are a number of ways students can share their portfolios with family and friends. Here are a few ideas.

Portfolio Review at Home

Students take their portfolios home and present them to their parents or guardians. Be sure to attach a letter, such as the one on page 91, directing the reader to fill in the reader's comment page.

In-Class Portfolio Day

Students present their portfolios to each other during a special day scheduled just for this activity. Explain the day in advance and give students time to plan and rehearse what they will present. Because it can be somewhat cumbersome and uninteresting for everyone to listen to everyone's presentation, divide the students into groups of four. Students then take turns presenting their portfolios to the members of their groups. After these group presentations, students display their portfolios so that all classmates have the opportunity to see each others' work.

Portfolio Presentation Night

This special event can be scheduled in the evening or after school. Students create and send invitations to whomever they wish: parents, friends, siblings, or a former teacher. They then present their portfolios to their invited guests. Students are often very enthusiastic about presenting their portfolios to former kindergarten or primary grade teachers. It is a wonderful way to show those who got them started how far they have progressed.

Parent Conferences

Students can lead parent conferences using their portfolios as vehicles for discussion. This activity brings a positive atmosphere and focus to the conferences. Before the parent conferences actually occur, discuss with students the purpose and agenda of a conference and give each of them an opportunity to role-play a conference.



Mock

Interviews

The Scenario:

You happen to be looking for the comics in the *Santa Barbara Newspress* when you come across the **Help Wanted** section and can't help reading this:

Sunday, February 4, 2001

Help Wanted

Summer position—Lake Tahoe. Top-notch science teacher looking for young teaching assistant to help with the instruction of 4th and 5th grade students in a special summer science program.

Applicant should have a good background in science and love working with children. All expenses will be paid for. Salary depends on experience. In order to receive full compensation, all applicants should submit a portfolio of their work to their science teacher.

Deadline for application is Feb. 12th.

Wow, what an opportunity!

Mock Interviews: Resume Details

You must respond to this great opportunity. Use the following guidelines to complete the best portfolio possible.

- 1) Respond in letter format to the advertisement for a young teaching assistant.
- 2) You will reflect on everything you learned in science during this school year. Choose your supporting evidence of what you learned this year and use it to complete the letter. You need to find two pages per quarter.
- 3) The letter should include an introduction, what you learned or qualifications, the skills you can contribute, and why you should be selected.
- 4) Your supporting evidence is old class work, homework, labs, handouts, or drawings. Provide anything that proves mastery of qualifications and behind your letter.

Date: _____

To whom it may concern,

Who are you and why are you writing this letter?

What qualifications do you have for the position for a young teaching assistant in science? (Describe what you learned this year.) You need four qualifications.

What science skills can you bring to the class, and are willing to help a young student with science? You need four skills.

Write a summary of your skills. Explain what action you would like the reader to take (i.e., please write me for a personal interview). End this paragraph with a simple closing (i.e., Thank you for reading my letter.)

Sincerely,

Your Name Here



Other

Presentation

Ideas

Fig. 13-1. Creative Presentation Ideas

Writing *	Projects *	Presentations *	Technology *
Advertisement: <ul style="list-style-type: none"> • Brochure • Newspaper • Oral Book-making Chart Crossword puzzle Diary: <ul style="list-style-type: none"> • Log • Journal Editorial Epitaph Graph Index Letter Newspaper story Music lyrics Poetry: <ul style="list-style-type: none"> • Couplets • Cinquains • Diamante • Haiku • Limericks Proverb Quiz Resumé Review Writing domains: <ul style="list-style-type: none"> • Story • Report of Information • Evaluation • Description • Persuasion • Narration • Essay 	Banner Bulletin Board Bumper sticker Cartoon Collage Diorama Display Drawing Flannel board Game License plate slogan Map Mobile Model Mural Photography Poster	Banquet Cassette tape recording Commentary Debate Demonstration Dialogue Drama / Play Experiment Fair Interview Lecture Lesson Mime Mock trial Panel discussion Pantomime Puppetry Radio program Role playing Round Table Simulation Skit TV program	CD-ROM image Chat room, ie.: with authors Claris slide show Computer art Desktop publishing Digital camera images E-mail pen pals HyperStudio stack Internet images Laser disk clips and frames Multimedia presentation Overhead transparency PowerPoint presentation QuickCam clips or frames Scanner images T-shirts Video production Web page construction