

GRADE 2/3 SCIENCE: Research and Green Screen Reporting on B.C. Animals

Summary of Learning Opportunity

Seasonal rounds are the pattern of movement of First Nations people from one resource-gathering area to another, following the seasons and the natural cycles of the local ecosystem. How do the seasons affect the life cycle of other members of the ecosystem, including animals in British Columbia? In this Learning Story, students engaged in a project in which they chose an animal found in our province to research. Students recorded their notes and communicated their work in the style of a news reporter presenting in front of a green screen.

Science
2 & 3

Learning Standards

- Communicate observations and ideas using oral or written language, drawing or role-play (2)
- Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate (3)
- Non-metamorphic life cycles of different organisms (2)
- First Peoples use of their knowledge of life cycles (2)
- Biodiversity in the local environment (3)
- The knowledge of local First Peoples of ecosystems (3)

Literacy Connections	Instruction and Assessment	Competencies Developed, Practiced and/or Assessed
LITERACY: Comprehends Texts – Makes Connections	1. The teacher made connections to prior learning about seasonal rounds, types of animals in B.C. and fiction vs. non-fiction texts through a presentation. Students chose a B.C. animal from a list of options and were given graphic organizers to begin their research.	
LITERACY: Applies Understanding – Curates texts; Extracts ideas and information	2. The teacher modeled searching for and selecting resources from the school's online catalogues. The graphic organizers guided students in recording notes and citation information. Students organized their gathered information into three main categories: relevant and important information, unrelated information and information connected to seasonal rounds.	Communicate observations and ideas using oral or written language, drawing or role-play (2) Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate (3)
LITERACY: Communicates – Expresses ideas and information	3. Students used their notes to prepare a script for their presentation. They then presented their findings in front of a green screen to share their facts and information about their animal.	Communicate observations and ideas using oral or written language, drawing or role-play (2) Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate (3)

Demonstration of Student Learning, Teacher Assessment, and Reflection

Name: _____ Topic: Seasonal rounds

Where I Got My Information

Website:

Title of Article	Title of Home Page	Date you read it (day, month, year)	First part of the web address
e.g. Ukaliq, the Arctic Hare	Canadian Museum of Nature	27 April 2010	http://nature.ca
humpback whales	Worldbook kids	May 5 th 2022	

My Notes: The humpback whale is white on the bottom black or gray rather on the sides a hump they have fins or bumps rather giving the humpback it's name. the humpback whale have baleen in their mouth they are little thin plates and baleen is like a strainer in your kitchen and it strains food away from too much water. they usually eat krill and small fish. to eat its food it does an area with lots of small fish and krill and swims in that area with its mouth open. it takes the water out of his/her mouth (with the help of its

Words I don't know:

Questions I have / Information I still need to find out



Teacher's Observations and Assessment

Proficient. This student was able to make good connections to geographical locations and their seasonal patterns with the animal they have chosen to research. They were also able to state changes in their animal and describe their migration process due to changing seasons.

The student shared curious facts about the animal attributing to seasonal change. Their notes showed how they took the information gathered from their resources, organized their notes and rephrased into their own words during the presentation.

The student seamlessly completed their script to communicate their research with use of good expression. They rehearsed in order to communicate clearly. It was impressive how they were able to transition to different images on the green screen as they spoke in their report.

Name: _____

Date: May 5 2022

My Animal Research & THE SEASONAL ROUNDS

Topic 1 (Website)

the humpback whale also eat/feeds in the winter And give birth to live young in warmer waters

Topic 2 (book)

for size they come around 43 feet - male and 43 feet - female and the longest measured is 62 feet - female

Topic 3 (Website)

the humpback whales have something called baleen and there like little thin plates that take water out of food

Topic 4 (Book)

humpback whales live in three different groups North Atlantic North Pacific and Southern Hemisphere

Topic 5 (Book/Website)

the humpback whales migrate towards warmer waters in the winter they follow a migration path

Teacher Reflection

I found that using the Cross Curricular Literacy descriptors were quite helpful and could be seamlessly integrated to assess the competencies, no matter the curricular content. I think the BC Learning Pathways resources helps provide language and a framework that allows me to see where developmentally these students are landing in terms of their proficiency in thinking and communicating: how they were finding information from texts to communicate.