

PBL with Local Data Sets: Planning Template

Teacher: George Lehman

Grade Level(s): 3rd

Planning Template

Standard: 3-LS4-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Evidence Statement: A: Students articulate a statement that relates the given phenomenon to a scientific idea, including that variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

B: Students use evidence and reasoning to construct an explanation for the phenomenon

Essential Question: How can we identify characteristics of individuals of the same species that give these individuals advantages in surviving, finding mates, and reproducing?

Event	Student Performance task	Explicit Instruction	Feedback Loop	Due Date
Launch	Asking questions about the characteristics of the individual fish that survived before, during and after a fire using the data set: Fire and Water	Use the data set to identify which individuals were able to survive the fire based on the data. Fire and Wat... Compare and Contrast characteristics of individuals of the same species.	Peer Feedback: Partner Share (Verbal Discussion): Share comparisons of characteristics of different species. Teacher Feedback: Questions used for deductive reasoning.	
Milestone Identify and analyze data to determine survival characteristics	Students will analyze data to determine which fish survived before and after the fire and what their	Use the data set to identify which fish were able to survive the fire Research the characteristics of	Peer Feedback: Partner share: Share research of the characteristics of the fish who survived the fire	

	characteristics are that allow them to survive	the fish who survived the fire to define their characteristics	Teacher Feedback: Questions used for deductive reasoning	
Milestone Use of research to determine characteristics needed for survival	Students will use their research to determine which characteristics are needed for survival	Scientific Writing: Claim, Evidence, Reasoning writing using research as evidence	Peer Feedback: Partner share of research (Partner Discussion) Teacher Feedback: Direct feedback on CER exit ticket	
Milestone Use scientific knowledge to begin constructing arguments	Students will choose one of the surviving fish to construct an argument of what characteristics allowed the fish to survive	Scientific Writing: Claim, Evidence, Reasoning writing to construct an argument for their survivor	Peer Feedback: Partner share of argument (Compare Notes) Teacher Feedback: Direct feedback of CER arguments	
Milestone Evaluation of characteristics and criteria of final argument	Students will describe and evaluate the criteria of the characteristics to begin constructing final arguments for their presentation	Scientific Writing: Putting milestone information together to create final argument and presentation Make final presentations using tri-fold cardboard presentation tools or Google Slides	Peer Feedback: Constructive arguments about criteria (Compare Notes) Teacher Feedback: Questions provided to facilitate constructive arguments	
Editing	Review and revise their presentations to check their final argument makes sense Rehearse for final presentation	Make final preparations for final presentations Practice rehearsals with a peer	Peer Feedback: Direct feedback of peers rehearsal presentations Teacher Feedback: Direct feedback and suggestions on how to improve final presentations	
Landing	Knowledge Presentation: Students will make their final arguments to	Listening and observing the students during	Peer Feedback Presentation Evaluation (Rubric)	

	their classmates about what characteristics allowed their fish to survive	their final arguments	Self Evaluation Rubric Teacher Feedback Rubric assessment	
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