

G4 Lessons at a Glance: Daily Supplies List

Note: any additional supporting documents (including model anchor charts and any printable or downloadable files) referenced in a lesson can be found in the “Supporting Files” section for that day’s lesson.

LESSON	MINI-LESSON	INQUIRY CIRCLES	SCIENCE INVESTIGATION
Day 1: Working as a Team in Science!	Teacher needs: <ul style="list-style-type: none"> • “Inquiry Toolbox” anchor chart • “Team Roles” anchor chart 	Each team needs: <ul style="list-style-type: none"> • access to a small selection of exploratory texts (one for each agricultural plant option) • sticky notes • pencils Teacher needs: <ul style="list-style-type: none"> • “Ecosystem Resources” spreadsheet for ideas 	Each team member needs: <ul style="list-style-type: none"> • science notebook • pencil Teacher needs: <ul style="list-style-type: none"> • designated outdoor area (if observations will be outdoors) • several different potted plants (if no outdoor green space is available) • “Plant Images” PPT Setup: see Day 1 lesson plan
Day 2: What Effect Do Environmental Factors Have on Traits?	Teacher needs: <ul style="list-style-type: none"> • chart paper • marker(s) • “Generating Questions” anchor chart as a model • class Inquiry Chart 	Each team needs: <ul style="list-style-type: none"> • team Inquiry Chart (created by the teacher) on 11” x 17” paper (see model in lesson) • pencils • access to informational texts/media Teacher needs: <ul style="list-style-type: none"> • “Ecosystem Resources” spreadsheet for ideas 	Each team member needs: <ul style="list-style-type: none"> • science notebook • pencil Each team needs: <ul style="list-style-type: none"> • 1 set of Trait Cards Teacher needs: <ul style="list-style-type: none"> • T-chart from previous class • Trait Cards Setup: see Day 2 lesson plan
Day 3: Planning an Investigation	Teacher needs: <ul style="list-style-type: none"> • chart paper • marker(s) • “Reading for Specific Information” anchor chart as a model • informational text (see lesson) about plants in the Gulf Coast salt marsh to model the strategy 	Each team needs: <ul style="list-style-type: none"> • team Inquiry Chart • pencils • access to informational texts/media Teacher needs: <ul style="list-style-type: none"> • “Ecosystem Resources” spreadsheet for ideas 	Each team member needs: <ul style="list-style-type: none"> • science notebook • pencil Each team needs: <ul style="list-style-type: none"> • copy of “Investigation Data” page Teacher needs: <ul style="list-style-type: none"> • copy of “Investigation Data” page • access to “Planting the Seeds” video • access to Texas A&M Monthly Rainfall History webpage (see lesson for link) • 3 hydroponic sponges (each measuring 1-in3) • clear solo cups • Wisconsin Fast Plant seeds • 1 graduated cylinder • 1 plastic measuring cup • water • sticky notes • Trait Cards Setup: see Day 3 lesson plan

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<p>Day 4: Setting Up an Investigation</p>	<p>Teacher needs:</p> <ul style="list-style-type: none"> • chart paper • marker(s) • “Drawing Conclusions” anchor chart as a model • informational text about Gulf Coast salt marsh to model the strategy (see lesson for link) 	<p>Each team needs:</p> <ul style="list-style-type: none"> • team Inquiry Chart • pencils • access to informational texts/media <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Ecosystem Resources” spreadsheet for ideas 	<p>Each team member needs:</p> <ul style="list-style-type: none"> • science notebook • pencil <p>Each team needs:</p> <ul style="list-style-type: none"> • copy of “Planting the Seeds” video/instructions • copy of “Investigation Data” page • 3 hydroponic sponges (each measuring 1-in³) • 6–8 seeds • 1 plastic graduated cylinder • 1 plastic measuring cup) • 3 clear 8-ounce solo cups • water • black marker • sticky notes • paper towels <p>Teacher needs:</p> <ul style="list-style-type: none"> • copy of “Planting the Seeds” video/instructions • copy of “Investigation Data” page • hydroponic sponges • package of Wisconsin Fast Plant seeds • graduated cylinders • clear 8-ounce solo cups • water • black markers • sticky notes • paper towels • 2 clamps lamps • 2 fluorescent LED bulbs • Setup video <p>Setup: see Day 4 lesson plan</p>
<p>Day 5: How Do Plants Grow from Seeds?</p>	<p>Teacher needs:</p> <ul style="list-style-type: none"> • chart paper • marker(s) • “Evaluating Claims” anchor chart as a model • informational text to model the strategies about apple (see lesson for link) 	<p>Each team needs:</p> <ul style="list-style-type: none"> • team Inquiry Chart • pencils • access to informational texts/media <p>Teacher needs:</p> <ul style="list-style-type: none"> • “Ecosystem Resources” spreadsheet for ideas 	<p>Each team member needs:</p> <ul style="list-style-type: none"> • science notebook • pencil • copy of the Unlabeled Seed Image <p>Each team needs:</p> <ul style="list-style-type: none"> • access to their investigation setup <p>Teacher needs:</p> <ul style="list-style-type: none"> • copy of the Unlabeled Seed Image • copy of the Labeled Seed image <p>Setup: see Day 5 lesson plan</p>

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Day 6: Are All Seeds the Same?	Teacher needs: <ul style="list-style-type: none"> • chart paper • marker(s) • “Reading Data through Graphs” anchor chart as a model • online graphs to model the strategy • precipitation graph for 1895–2023 (see lesson for link) 	Each team needs: <ul style="list-style-type: none"> • team Inquiry Chart • pencils • access to informational texts/media Teacher needs: <ul style="list-style-type: none"> • “Ecosystem Resources” spreadsheet for ideas 	Each team member needs: <ul style="list-style-type: none"> • science notebook • pencil Each team needs: <ul style="list-style-type: none"> • 1 container or tray with assorted seeds • 2 dried lima beans, presoaked • hand lenses Teacher needs: <ul style="list-style-type: none"> • assortment of seeds • 8–10 dried lima beans • containers or trays for seeds • hand lenses Setup: see Day 6 lesson plan
Day 7: What Other External Factors Affect Plants?	Teacher needs: <ul style="list-style-type: none"> • chart paper • marker(s) • “Synthesizing” anchor chart as a model • class Inquiry Chart 	Each team member needs: <ul style="list-style-type: none"> • science notebook • pencils Each team needs: <ul style="list-style-type: none"> • team Inquiry Chart 	Each team member needs: <ul style="list-style-type: none"> • science notebook • pencil Each team needs: <ul style="list-style-type: none"> • copy of “Justify!” page Teacher needs: <ul style="list-style-type: none"> • “Justify!” slideshow • “Justify!” page • “Justify!” answer key Setup: see Day 7 lesson plan
Day 8: Stating Our Claim	Teacher needs: <ul style="list-style-type: none"> • chart paper • marker(s) • Reference List Graphic Organizer • Organizing a Reference List” anchor chart as a model • informational text about plants to model the strategy (see the “Ecosystem Resources” spreadsheet for ideas) 	Each team needs: <ul style="list-style-type: none"> • team Inquiry Chart • access to informational texts/media they have used previously • copy of the Reference List Graphic Organizer (print or digital) 	Each team member needs: <ul style="list-style-type: none"> • science notebook • pencil Each team needs: <ul style="list-style-type: none"> • digital access to (or paper copy of) CER chart Teacher needs: <ul style="list-style-type: none"> • digital access to (or paper copy of) CER chart Setup: see Day 8 lesson plan
Day 9: Preparing for the City Council Meeting	Each team needs: <ul style="list-style-type: none"> • science notebook with all documents, notes, etc. • team Inquiry Chart • access to materials for handwriting or typing a report Setup: see Day 9 lesson plan		
Day 10: The City Council Meeting	Each team needs: <ul style="list-style-type: none"> • the report they have written. Setup: see Day 10 lesson plan		