LESSON: **Making a Class List**   GRADE: 2

OBJECTIVES:

Science as Inquiry-
S.K-2.SI.1 Ask questions about objects, organisms, and events in the environment.
- Students should answer their questions by seeking information from their own observations, investigations and from reliable sources of scientific information.

MATERIALS & RESOURCES:

- Students' lists and sketches of the things they found in their squares
- Large sheets of paper mounted on classroom walls

PRESENTATION:

Students will work as a class to create summary of all of their findings. This summary will be shared with the rest of the participating schools around the world.

DIRECTIONS:

1. Before beginning this lesson, you should complete the following: You will need to have three large sheets of paper posted on the classroom wall. Each sheet of paper should be labeled with one of the following terms; Plants, Animals or Non-living Objects. You will probably need additional sheets depending on how many observations you want to record.
2. Explain that they are now going to come up with one big list of all of the plants, animals and on-living objects that were found in all of the squares. Besides listing the items, they found they would also need to list as many details about each item as they can remember.
3. Explain that once you create the three lists you will share them with the other schools around the world.

4. Choose one of the three categories. Go around the room and ask each student one at a time to tell you one item that should be listed. If students offer the same object more than once, make sure they realize that you only want to list an object once.

5. As students give you answers and fill in the details, start recording what they say on the wall chart. Try to be selective in the details you record, only use those that are accurate and reflect the objects that they are talking about. This is important since you will be sharing these details with the other participating schools that will be re-creating your square from the information you supply.

6. Continue this activity until you have filled in all of the details for each category.

7. Once you have completed the collection process, explain to the students that you will take all of the information and post it to the project's web site for the other students around the world to use. If you have a computer with Internet access in your classroom, have the students help you input the data or watch you post it. If the Internet computer is not in the classroom it is a good idea to have them take "field trip" to the computer after you have posted the data to see that their information is now online.

8. To post the data go to the Project Data section of the project web site and follow the on screen instructions for submitting your data. Make sure that the e-mail address you use is the same one under which you registered for the project.

9. Leave the wall charts up for the duration of the project so that they can always refer to them.

TIME: 60 minutes

PROCESSING THROUGH THE SIX PILLARS:

WHAT?
- Consensus means general agreement among all members of the group for the greater good.

SO WHAT?
- Take personal responsibility for your decision. Choose for the greater good.

NOW WHAT?
- A process suggestion is to generate individual student's responses in a way that that keeps the personalities out of the process. That way the concept rather than the person who suggested the concept is how decisions are made. Have them write one object for each category on a slip of paper and collect their papers. Then make a large list, including the duplicates, and gain consensus by the class on the list. This can be done by voting using three adhesive dots (like used in garage sale pricing) for each student. The students have the option of using all 3 dots on their absolute first choice or to spread their dots among several choices.

Alternative: Visual Voting
Red = I do not agree with this. Give the student the opportunity to explain their resistance and offer a compromise.

Yellow= I need more information or have a question before agreement. Offer clarity.

Green = I do agree with this list.

All students sign the list with their name to make their agreement public.