Gold Seal Lesson:

Copernicus Education Gateway

Author(s): ***Michael Lucky Voiselle***			***Lesson Title:*** ***MISTER PEANUT PAL***			
Grade Span			***ICLE Application Model***			
K-4 ***X***	***5-8***	***9-12***	***A***	***B***	***C*** ***X***	***D***

Instructional Focus:

Writing Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
Basic Concepts and Knowledge Students develop an understanding of scientific concepts using facts, theories, principles, and models.
Unifying Concepts and Processes Students recognize patterns and processes, making connections in terms of systems and subsystems that explain the interrelationships of the natural and designed world.
Science as Inquiry Students demonstrate knowledge and skills necessary to perform scientific inquiry.
Communication Students communicate and apply scientific concepts.

Performance Task

Your overall task is to become familiar enough with your peanut pal that you can recognize it. Peanuts are a lot like people or chimpanzees or zebras. Each has their own characteristics that separate them from the rest. Scientists need to be sharp in their observations to distinguish between members of the same species.

Task 1

Your first task is to pretend you are describing yourself over the phone to someone who has never seen you so that they may recognize you at the airport. What characteristics would you describe? List at least 10 characteristics in your science journal. Keep a careful record. This will be important for your summary write-up.

Task 2

Your next task is to form a group of 5 students. Each of you is to obtain an unshelled peanut. You are to study your peanut until you believe that you could recognize it when mixed with the other peanuts in your group. You are to draw your peanut and study its bumps, lines, size, ridges, smell, noise, etc. Label your drawing with at least 6 characteristics you observe. Place the 5 peanuts from your team in a small container and shake them up. Pour them out on the desktop and find your peanut. How successful were you at finding your peanut? Did you have any trouble? Did you need to make more observations of your peanut before hiding it?

Task 3

On an index card describe your peanut in words that another person who reads your description could find it. Exchange cards with your group members. Repeat the process of mixing them up. As you search for the peanut described on the card given to you, write all observations, comments, or problems you encountered

Task 4

This task involves exchanging cards and peanuts with another whole group. What are the problems involved in finding their peanuts? Can each group match peanuts to the descriptions? Listen to what troubles the other groups had in identifying the peanuts? Are those the same problems you had?

Task 5
This is a fun task. Put all the peanuts for the entire class in one pile and mix them up. Can you still find your peanut?

Task 6
You are to write a summary paper in your best handwriting. It should be well organized and include your responses to the following questions. Why is it important for scientists to be keen observers? Why is it important for scientists to be able to communicate well, both orally and in writing? How does the identification of your peanut compare to a biologist studying a group of penguins, a flock of geese, or a herd of antelopes in the wild? What problems did you and your group experience? How did you solve them?

ICLE Essential Skills

Give oral or written directions that are clear and are understood by another person. (ela2)
Present information in well-organized fashion that will be clear to the target audience. (ela11)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela20)
Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios. (ela40)
Know and apply the principles of scientific inquiry. *(Implicit in this statement are the processes of prediction, estimation, developing hypotheses, drawing conclusions, evaluation, and following ethical principles and professional procedures.) (Not Ranked s114)*
Make observations using senses and instruments. Inferences and interpretations are arrived at based on observations. Classify observable properties and organize observations in a meaningful and logical way. (s5)
Exhibit good data management skills by collecting, organizing, and graphing data. (s19)

Scoring Guide:

4. Student works well and cooperates with the group. Student lists 10 characteristics of themselves and 6 of the peanut in their science journal. Student was able to identify his/her own peanut out of the group of five. Summary was well organized and in best handwriting. All questions were included in the summary. Student demonstrates an understanding for the necessity of excellent communication and keen observation.

3. Student works well and cooperates with the group. Student lists 10 characteristics of themselves and 6 of the peanut in her/his science journal. Student was able to identify his/her own peanut out of the group of five. Summary was in best handwriting but not well organized. Not all questions were addressed. The student demonstrates an understanding for the necessity of excellent communication and keen observation.

2. Student works well and cooperates with the group. Student lists 10 characteristics of themselves and 6 of the peanut in her/his science journal. Student was able to identify his/her own peanut out of the group of five. Summary was not well organized and not in best handwriting. All the questions were not addressed in the summary. Student demonstrates only a partial understanding for the necessity of excellent communication and keen observation.

1. Student did not work well with the group. Many questions left unanswered. Summary was not in best handwriting and not well written. Student does not demonstrate an understanding for the necessity of excellent communication and keen observation

Keywords

English Language Arts	Mathematics	Science
Reading	**Algebra**	**Earth Science**
Writing **Organization Penmanship** **Technical Writing**	**Geometry**	**Life Science** **Observation** **Scientific Inquiry**
Communications	**Statistics**	**Chemistry**
Literature	**Calculus**	**Physics**
Other	**Trigonometry**	**Other**
	Other	