

DESIGNING LEARNING TASKS

Name of Curriculum: _____

STEP 1: IDENTIFY OPPORTUNITIES IN THE CURRICULUM

Lesson and Page Numbers: Investigation 1 (part 3)
Origin of Seeds

What is the learning goal?

igger → it's swollen
avier → weighs more
w → see embryo

Students ~~observe~~ will observe and conclude that the H₂O causes ~~physical changes~~ ~~(i.e. property, weight & appearance)~~ in Lima beans. (seeds) to get bigger, heavier & grow

What data will students either be given or collect to analyze?

1. The weight of the dry lima bean
2. The weight of the soaked lima bean
3. physical changes in bean (i.e. swollen)

What scientific principle will students use to link their claim and evidence?

Seeds undergo changes in the presence of water.

STEP 2: DESIGN COMPLEXITY OF THE LEARNING TASK

For each of the following characteristics consider how simple or complex you want the learning task to be depending on the needs of your students.

What question will you ask students?

How Does H₂O change the lima bean?

What specific data will you either provide students or have students collect?

1. measure weight of dry lima-bean
2. compare to weight of soaked lima bean
3. observe physical properties of dry /soaked lima bean

How much data will you have students analyze?

weight (measurements)
physical properties

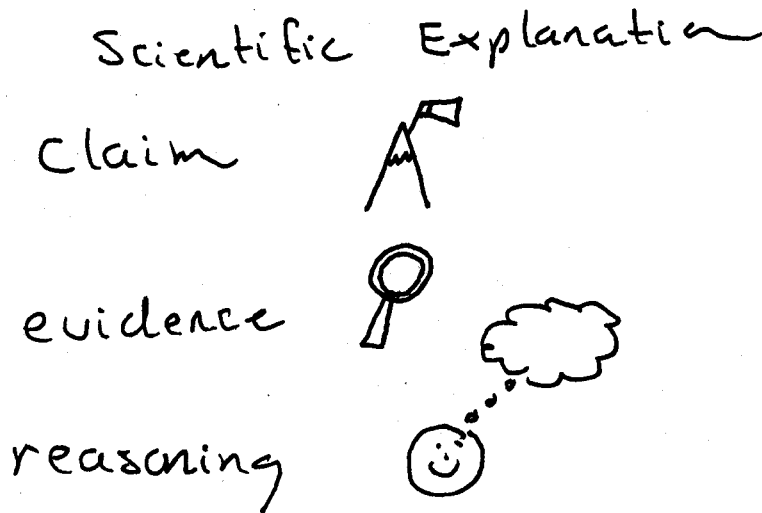
What variation of the framework do you want students to include in their response?

For example – complexity of the evidence, complexity of reasoning and inclusion of rebuttal

Variation #2

STEP 3: CREATE CLASSROOM SUPPORTS

Do you want to include any type of visual representation in your classroom? If yes, describe or sketch the representation.



Do you want to provide students with curricular scaffolds? If yes, draft the scaffolds below.

Consider – content specific, generic or combination AND level of detail to include

Graphic Organizer → No. 6 - student sheet

Graphic Organizer → Claim
Evidence (3 pieces of evidence)
Reasoning