Inquiry Planner

Lesson 3

STEP 3: Making Conjectures

STEP 4: Identifying Needs and Making Plans

Day 1 Make conjectures about inquiry questions.

Day 2 Discuss new ideas about the theme and "How to Hide an Octopus and Other Sea Creatures."

Day 3 Continue making conjectures about inquiry questions.

Day 4 Discuss needs, and make plans for investigations.

Day 5 Begin collecting sources and carrying out investigation plans.

Teacher Tip

MAKING CONJECTURES Some students may resist forming initial conjectures because they do not know enough about the subject. Suggest that they state the best ideas they can based on what they know. Remind them that they can revise their conjectures at any time.

Inquiry Process

Step 3—Making Conjectures

Whole-Group Time

Whole Group

◆ Explain to students that they will need to think about answers, or conjectures, for their inquiry questions. Remind them that their conjectures may be correct, or they may need to be revised after they research their questions.

◆ Model making a conjecture by using a question that has been suggested for inquiry but has not been selected by any group. Write your question on the board. For example: *Why do zebras have stripes?* Then ask yourself aloud, *What do I think the answer might be?* Give your thoughts and possible answers, and explain your thinking. **Possible Answer** *I know a tiger's stripes help it blend in with the grass and other things around it. So, I think zebras have stripes to help them blend in with their surroundings.*

Small-Group Time

Small Group

◆ After the groups have defined their inquiry questions, help them develop conjectures. Have students record their conjectures in their Writer's Notebooks.

◆ Encourage students to record their own ideas first. Explain that it is not necessary to reach an agreement about a conjecture at this point. Remind them that as they work through their investigations, they can revise their conjectures based on any new information they find.