

Research in Action

Our team of teacher researchers discovered that students do not move through the inquiry steps in a lock-step fashion. Rather, while some students might be identifying needs and making plans, others might be revising their questions, making conjectures, or building theories.

(Anne McKeough)

Inquiry Process

Step 4—Identifying Needs and Making Plans

Whole-Group Time

Whole Group

- ◆ Explain to students that because they have chosen their inquiry questions and made some conjectures, it is time to decide what they will need to find out to answer their questions and to make plans for gathering this information. Tell them the way in which they decide to present their inquiries may affect which resources they use. For example, if they decide to make a poster, they might want to collect photographs and drawings to place on the poster.
- ◆ To help students identify their needs and make plans, conduct a whole-class discussion in which students briefly present their inquiry questions and conjectures. As they discuss their questions and conjectures, have them consider the following questions:
 - *What information will help us decide whether this idea is correct?*
 - *Where can we find this information?*
 - *What do we need to understand so we can make our idea better?*

Small-Group Time

Small Group

- ◆ Have each group agree on a final statement of its question and think about how they will conduct their research.
- ◆ Have students record their needs and plans and list the individual job assignments in their Writer's Notebooks.
- ◆ As you observe the groups making job assignments, encourage students to take on tasks that are related to their strengths and interests. It is important that each student has a significant role in the group.

Web Connection

Students can find more information about camouflage and links to Web sites at SRAonline.com.