

that they should add what they learn about the theme to the Board as they progress through the unit and their inquiries.

As an example of launching Inquiry, write the following questions on the board: *How many connections are there in the food webs that include humans? What is the leading cause of extinction for endangered species? How can we stop rain forest destruction?* Explain that questions like these will help students begin their inquiries. Point out to students that their questions must be able to be researched. The question *What is the leading cause of extinction for endangered species?* is an interesting one, but it may not be able to support an investigation. Encourage students to think of questions that will give them room to explore ecology. For example, asking *What can we do to prevent species from becoming extinct?* might allow students to better investigate the topic.

The following activities may help students begin their investigations but do not have to be completed within the days devoted to this lesson:

- Visit a natural history museum or take a virtual tour of one on the Internet to learn more about habitats and plant and animal life.
- Begin a discussion by asking *What do we know about Earth's ecology?* Remind students that as “Tree of Life” shows, much of what we know about the relationships of different species was learned over centuries through the process of classifying them.
- Ask students how they think scientists obtained the information needed to classify organisms.
- Have students think about the habitats where they might find certain species. Be sure to have them give reasons for their ideas.



Teacher Tip

BIG IDEA Revisit the Big Idea question for the unit, and ask students how it can relate to their Inquiry investigations.

Lesson

1

Inquiry Planner

STEP 1: Generate ideas and questions.

Day 1

Students will be introduced to the aims of Inquiry for this unit. They will work as a whole group to generate ideas and questions using the activities listed on page 285B. These ideas and questions can be posted on the **Concept/Question Board**.

Day 2

As a whole group, students will continue to generate ideas and questions. In small groups, they will continue to think of questions and ideas while also completing **Skills Practice 1** pages 159–160.

Day 3

Students will complete **Skills Practice 1** about “Tree of Life” and post any new ideas, questions, or information they learned on the **Concept/Question Board**.

Day 4

Students will revisit pages 159–160 in **Skills Practice 1** about content information related to ecology and add anything they have learned from reading “Tree of Life” or looking at other students’ postings on the **Concept/Question Board**.

Day 5

Students continue to post articles and images on the **Concept/Question Board**, and generate ideas and questions in their groups.