OBJECTIVES

Students will

- decide on a question or problem to investigate.
- add information regarding the theme and the investigation to the **Concept/Question Board.**

MATERIALS

- ***Skills Practice 1,*** pp. 161, 175–176

Research in Action

"Inquiry is an approach to learning that recognizes and supports children's natural understandings of how learning occurs. Research has shown that even very young children develop conceptually by wondering, asking questions and developing naive theories about their environments."
(McKeough, Tourigny, Jarvey, and Piquette-Tomei, 2006)

Differentiating Instruction English Learner

IF . . . students are hesitant to contribute in groups during Whole-Group Time, **THEN . . .** encourage them to suggest how proficient English speakers can help them in group work.

Teacher Tips

INQUIRY Students will have thirty minutes to complete their Inquiry activities on Days 3 and 4.

Inquiry Process

Step 2—Deciding on a Question to Investigate

Whole-Group Time

Whole Group

- Remind students that during this part of Inquiry, they will review the questions and problems that they have generated so far and decide on the problem or question they wish to research. Students may select a question or problem that they generated in the previous step of the investigation. One of those questions or problems may lead to one they had not yet considered. For example, the question *How can we stop rain forest destruction?* would probably lead students to investigate what is harming the rain forest. Alternatively, they could research ways of life that cause as little harm to the rain forest as possible.

- Ask students to contribute questions that they may have had while reading "Sea Soup: Phytoplankton." For example, students may be curious about bioluminescence. Be prepared to contribute some of your own questions at this time. For example, you may ask questions such as *What sea creatures dwell futher below the water's surface? What are some examples of other mutually beneficial relationships between life forms?* Students may also have information, more questions, or answers about previously generated questions. Encourage them to post any new items on the **Concept/Question Board.**

- Continue to encourage students to select a question or problem that they wonder about or really care about. This could be something in their school, neighborhood, community, or city or even the world.