

- ◆ Remind students that they need to formulate a *researchable question* in Inquiry. Explain to them that a question or problem that can be answered with a simple yes or no or through a fact-finding search will not allow them room to investigate or learn. If needed, provide example using information from the **Concept/Question Board**. For example, the statement *I am interested in finding out more about endangered species* might be translated into the question *Why do some species become endangered?* This question could lead students to investigate topics such as moral issues about hunting, human occupation of animal territory, or the effects of pollution on endangered species.
- ◆ At this stage, some students will have clear ideas about what they would like to investigate, while others will be unsure. Remind them that other questions and ideas will develop as they continue to read and think about ecology.
- ◆ Encourage students to decide on a question to research before they begin consulting reference materials. The questions and problems that students really wonder about are more likely to surface if they do not go to outside sources, which often contain questions and problems that already have answers. Students need time for questions and problems to evolve from what they have already generated on their own. This process could be cut short if students consult reference sources at this time.



To help students support their inquiries or expand their knowledge of a topic, have them read the **Leveled**

Science Readers for this unit. If students are working in a group, encourage them to share their information with their group members. Use each student's Oral Fluency Assessment score from the previous **Lesson Assessment** to diagnose the appropriate **Leveled Science Reader**.



Teacher Tip

GENERATING QUESTIONS If students are having difficulty choosing a question to investigate, remind them of the criteria for generating questions for investigation that they discussed in Lesson 1, Study Skills.

Lesson

2

Inquiry Planner

STEP 1: Decide on a problem or question to research.

Day 1

As a group, students work to decide on a problem or question to research. Students post new questions or ideas for research on the **Concept/Question Board**.

Day 2

Students work alone or in small groups to formulate ideas, questions, and problems using pages 175–176 in **Skills Practice 1**. Encourage them to use the **Concept/Question Board** for additional ideas.

Day 3

Students record concept information using page 161 in **Skills Practice 1** and work in alone or in small groups to decide on a problem or question to research. Students can post their questions or problems on the **Concept/Question Board**.

Day 4

Students continue to decide on problems or questions to research. Students will continue posting articles and images on the **Concept/Question Board**.

Day 5

Students post articles and images on the **Concept/Question Board** and finish any remaining Inquiry activities. Students make the best choices they can at this point about their Inquiry topics.