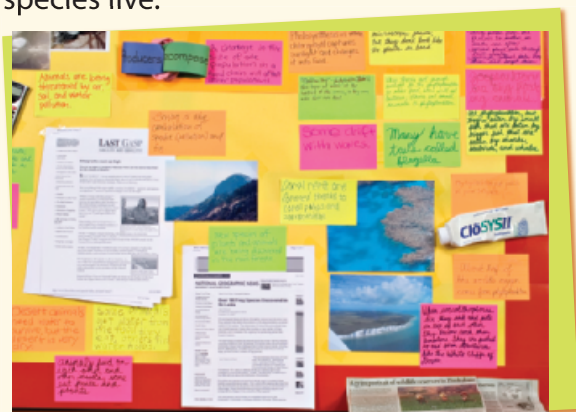


Concept/Question Board

Tell students that this is a good time to post on the **Concept/Question Board** any new questions or ideas they have about ecology. Point out that they may post a question on the Board at any time during the course of their investigation—after they read a selection in the **Student Reader** or after they do some reading on their own. After reading each selection, students can use the **Board** to

- post any questions they asked about a selection before reading that have not yet been answered.
- refer to as they formulate statements about concepts that apply to their investigations.
- post news articles or other items they find during the unit investigation.
- read and think about posted questions, articles, or concepts that interest them and provide answers to questions.
- write an answer or a note on someone else's question or to consult the Board for ideas for their own investigation. Remind students to include their name or initials on the items they post so that they can find out who has similar interests to exchange ideas.

Post a world map on the **Concept/Question Board**. Have students discuss how they might use it. For example, they might place sticky notes on the map to indicate locations with particular environmental issues or problems. They could also use it to indicate where certain endangered species live.



Inquiry Rubric

To assess Generating Ideas and Questions, see the Inquiry Rubrics in the Level Appendix.



Teacher Tip

CONCEPT/QUESTION BOARD Inquiry is driven by students' questions. Note whether students are becoming more independent in their use of the **Concept/Question Board**. Ask students who exhibit ease and independence with the Board to assist students who are less comfortable.

Monitor Progress

Formal Assessment

Use the Inquiry Rubric to monitor students' ability to formulate research questions and problems.