

## OBJECTIVES

### Students will

- ◆ make and record conjectures.
- ◆ identify needs and make plans.
- ◆ post material related to the theme on the **Concept/Question Board**.

## MATERIALS

- ◆ **Skills Practice 1**, pp. 162, 187, 189–190



## Teacher Tip

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

## Monitor Progress



### to Differentiate Instruction Formal Assessment

**Making Conjectures** Note how well students are able to make conjectures.

#### APPROACHING LEVEL

**IF ...** students are having trouble making conjectures, **THEN ...** have them practice making conjectures on a question or problem that is more familiar to them such as local environmental issue.

#### ON LEVEL

**IF ...** students still need practice with making conjectures, **THEN ...** ask them to analyze whether they will actually be able to research it.

#### ABOVE LEVEL

**IF ...** students have been successful in making conjectures, **THEN ...** have them rank the conjectures they generated in order of interest to them.

## Inquiry Process

### Step 3—Making Conjectures

#### Whole-Group Time

Whole Group

- ◆ Ask students for any new questions they may have about ecology. The following are possible avenues for further investigation based on “The Most Beautiful Roof in the World.” Some students may have questions about how Lowman’s research affects their lives. Some students may wonder if the ants Lowman has studied in the rain forest are similar to the ants they see on a regular basis.
- ◆ Remind students that a conjecture is a statement that they think answers their question. It is a statement that someone may suggest without much support; or using the information that is currently available to them.
- ◆ Revisit the example question from the previous lesson—*How can we stop rain forest devastation?* Model making a conjecture by saying, *I think we can stop the destruction by using things that are not made from plants or animals that live in the rain forest.*
- ◆ Have students use the same question to practice making conjectures. Record their conjectures on the board. Encourage students to use the “I think . . .” model when making their conjectures.
- ◆ Have students revisit the question they are using for research. Ask them if they want to revise it before proceeding. Explain to them that they will now be making conjectures based on their questions.

#### Small-Group Time

Small Group

- ◆ Have students make conjectures alone or get into the small groups they have been working with. Remind them that changing the focus of their research is a natural part of the Inquiry process. If their topics do change, encourage them to create or join a group that has similar research interests.
- ◆ Let students know that the conjectures they make at this stage might have to be revised or changed based on what they discover during research. Tell them this is a natural part of the Inquiry process.
- ◆ If students are having difficulty making conjectures, encourage them to make the best conjectures that they can at this point. Explain that they will have the opportunity to improve or change their conjectures during the revising step.
- ◆ As part of their Small-Group Time, students should also complete the part of **Skills Practice 1** page 162 that relates to “The Most Beautiful Roof in the World.”

Then ask students to record it on page 187 of **Skills Practice 1**.