

Small-Group Time**Small Group**

- ◆ Have students work alone or meet with members of their group to list what they and the class may learn from their Inquiry and identify their needs and possible sources of information. Have them use **Skills Practice 1** pages 189–190 to help them. Work with the groups to help them with this process.

Concept/Question Board

- ◆ Continue to encourage use of the **Concept/Question Board** by recognizing and thanking students for their contributions. Incorporate those items into classroom discussions whenever possible. Remember to model by posting your own questions and ideas. Doing so will underscore how important you feel the Board is to the Inquiry process.
- ◆ Encourage students to post news articles or other items they find during the unit investigation.
- ◆ Remind students to read and think about posted questions, articles, or concepts that interest them and provide answers to questions.

During Workshop, assess students using the rubrics below. The rubrics range from 1 to 4 in most categories, with 1 being the lowest score. Students must demonstrate the use of all skills or proficiencies leading up to a given score in order to achieve that score.

Identifying Needs

- 1 Identifies an overly broad range of information needs.
- 2 Identifies information needs that are relevant but not essential to the research question.
- 3 Identifies information needs that are clearly related to the specific research question.
- 4 Identifies information needs that will support conjectures and allow for deeper understanding of the research question.

**Teacher Tip**

RESEARCH SOURCES Help students understand the importance of using multiple resources. Remind them there is a good chance that a promising resource might prove disappointing when evaluated, so it is always beneficial to have backup resources.

Lesson

4

Inquiry Planner

STEP 4: Identify needs and make plans.

Day 3

Students work as a whole group to identify needs and make a plan. Students record information about the selection using page 162 in Skills Practice 1.

Day 4

Students work in small groups to identify needs and make a plan. Students investigate possible resources for research. Students post information they have learned on the Concept/Question Board.

Day 5

Students complete pages 189–190 in Skills Practice 1 about identifying needs and possible sources for information. Students also post articles and images on the Concept/Question Board.

Monitor Progress**Formal Assessment**

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