

OBJECTIVES

Students will

- ◆ gather information for their Inquiry projects.
- ◆ post material related to the theme and the investigation on the **Concept/Question Board**.

MATERIALS

- ◆ **Skills Practice 1**, pp. 162, 203–204



Teacher Tip

COLLECTING INFORMATION As students begin collecting information, review their understanding of different sources and how they are used. Stress that evaluating the reliability and believability of each source is a necessary part of the investigative process.

INQUIRY NOTES Remind students that note taking is not always a formal research exercise. Point out that they often take notes when they listen to a discussion or when they are studying.

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

Research in Action

“Knowledge building research has accumulated compelling demonstrations that school-age children, even the youngest, find joy in working with ideas. Their ideas are as real to them as physical objects, and their interest intensified as they watch their ideas take new forms and engage others.”

(Scardamalia and Bereiter, 2003)

Differentiating Instruction

English Learner

IF . . . students have difficulty taking notes to collect their data, **THEN . . .** suggest that they use simple drawings and symbols in their notes. Model for them how to do this.

Inquiry Process

Step 5—Collecting Information

Whole-Group Time

Whole Group

- ◆ Before this session, draw an Inquiry chart on a large piece of chart paper. Demonstrate the use of an Inquiry chart to help students with their data gathering. The Inquiry chart has a list of questions to be investigated at the top of the page with sources listed on one side. Once you have explained Inquiry charts, have students create their own. If possible, have groups use sticky notes to record their findings under each question. For example, under a heading of the question *What kinds of groups are already trying to stop rain forest destruction?* tell students that you would place a sticky note with lists of organizations, addresses, and community resources. When students have finished collecting their data, they can write a summary at the bottom for each question.
- ◆ Have students share ideas about gathering information. List on the board the various resources students have used in the past for research they have done. If necessary, guide students to draw out the following points:
 - It is important to identify the most relevant source or sources from which to gain information.
 - Remind students that the previous step involved needs and plans that should result in deciding what evidence or information they will need to best support or help revise their conjectures.
 - Emphasize that students should be prepared to reevaluate their problem, question, or conjecture in light of new information they find. Assure them that when this occurs, it is a natural part of the investigative process
 - Stress that evaluating the reliability and the believability of each source is a necessary part of the investigative process.
 - Getting information from the broadest spectrum of sources available will add depth to the investigation.
- ◆ Tell students people can be wonderful sources of information. Interviews can provide personal insights and up-to-date details that may not be available in other sources.