

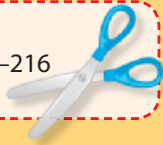
OBJECTIVES

Students will

- ◆ report on information they have gathered.
- ◆ use the information they have found to confirm or revise conjectures.
- ◆ consider presentation options.
- ◆ post material related to the theme and the investigations on the **Concept/Question Board**.

MATERIALS

- ◆ **Skills Practice 1**, pp. 162, 188, 215–216



Teacher Tip

REVISION Pair students who are having difficulty revising a conjecture with students who have smoothly revised their Inquiry focus.

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

Inquiry Process

Step 6—Collecting Facts and Confirming or Revising the Conjecture

Whole-Group Time

Whole Group

- ◆ Remind students that in research, everything is open to revision. Depending on new information they have gathered, their conjectures may need to be revised. Conversely, what they have learned may confirm their conjectures. Encourage students to evaluate their conjectures, based on any new information.
- ◆ Underscore that this evaluative process is a key to fruitful investigation. Stress that a conjecture has not failed if it is not confirmed. In fact, it may have succeeded by opening new avenues to research.
- ◆ You can model revising a conjecture by saying the following: *After collecting some facts, I learned that there are many different kinds of organizations and groups that are resisting rain forest destruction. Since there are so many, I want to concentrate on only a few of them so that I can make my presentation more focused. I think I will present on the groups that want to save the rain forest because of the diversity of species found there. This new conjecture incorporates what I learned during research, and it expands on my original concept.*

Monitor Progress

Formal Assessment



to Differentiate Instruction

Revising and Confirming Conjectures Note how students' conjectures are interacting with the information they have found.

APPROACHING LEVEL

IF ... students have difficulty revising their conjectures, **THEN ...** encourage them to look for more information on their topic.

ON LEVEL

IF ... students have revised their conjectures, **THEN ...** read their revised conjectures to see if they are supportable, and revise them again if they are not.

ABOVE LEVEL

IF ... students have successfully revised their conjectures, **THEN ...** have them think of how they will present their information to the class.