

- ◆ Have students complete **Skills Practice 1** pages 215–216 on evaluating resources. Point them to the connection between this evaluation and their personal or group conjecture evaluation.
- ◆ This is a good time to invite students to report briefly on new information they have found. After each report, model applying the new information by asking if their findings have changed their minds about anything. As they respond, remind them of their conjectures and ask if the data confirm their conjectures or require them to be revised.
- ◆ If any student needs to radically revise a conjecture at this point, walk him or her through the process. Bring the student back to conjecture made earlier to see if it can be supported by the new information he or she has found. If not, have the student return to earlier steps and build up to a presentation.

Lesson 5 Inquiry Planner

STEP 6: Continue to collect facts and confirm or revise the conjecture.

Day 1 Students work as a whole group gathering facts to confirm or revise their conjectures. Students complete pages 215–216 in **Skills Practice 1**.

Day 2 Students work in small groups to make new conjectures. Students record information using page 188 in **Skills Practice 1**. Students post new information on the **Concept/Question Board**.

Day 3 Students begin to think of ways to present their information.

Day 4 Students post new ideas or questions on the **Concept/Question Board**.

Day 5 Students post article and images on the **Concept/Question Board** and complete any remaining Inquiry work.



To help students support their inquiries or expand their knowledge of a topic, have them read the **Leveled Science Reader** for this unit. If students are working in a group, encourage them to share their information with their group members. Use each student's Oral Fluency Assessment score from the previous **Leveled Reader** to diagnose the appropriate **Leveled Science Reader**.

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UNIT 3 Lesson 5

Name _____ Date _____

Evaluating Reference Sources

Choose one of the sources you used during your investigation of a question of value. Complete the form below to help you evaluate the reliability and authority of the source.

Possible Answers

Title: Geographic Distribution of Endangered Species in the United States

Author(s): A. P. Dobson, J. P. Rodriguez, W. M. Roberts, D. S. Wilcove

Publisher: Science Magazine

- Where did you find this source? (library, the Internet, and so on) Internet
- Publication date: January 24, 1997
- Subject or topic covered: "hot spots" of threatened species in the United States
- What qualifies this individual or organization to provide information on this subject? Dobson, Rodriguez, and Roberts are in the Department of Ecology and Evolutionary Biology at Princeton University. Wilcove is with the Environmental Defense Fund.
- How current is the information? Is timeliness important for this topic or subject? It is about ten years old. Conditions may have changed in the last ten years, but the information is still useful.
- For what purpose did the author or organization publish this information? They want to identify habitats where species are endangered and persuade readers to manage these lands.
- How does the information in this source compare with that of other sources on the same topic? It is well-researched by qualified authors. It is more general than some academic sources, which focus on one species.
- Do you see any obvious errors or omissions in content? No.
- How would you rate the reliability of this source? Excellent. Numerous other research articles have been published by these authors, and their positions qualify them to write these articles.
- How well did this source aid your exploration into the unit concepts? It helped us find what species are endangered in the United States and elsewhere.

Skills Practice 1 • Inquiry UNIT 3 • Lesson 5 215

Skills Practice 1, p. 215