

OBJECTIVES

Students will

- ◆ finalize their presentation plans.
- ◆ make their presentations.
- ◆ recognize the new questions that have arisen from their research.
- ◆ post new questions on the **Concept/Question Board**.

MATERIALS

- ◆ *Skills Practice 1*, p. 160



Teacher Tip

EFFECTIVE SPEECH Remind students of the guidelines for effective speech they learned in Lesson 2 of this unit. Have them speak with appropriate tone and volume while presenting. Make sure that they adjust their speaking rate so that all audience members can comprehend the information they are explaining.

Inquiry Process

Whole Group

Whole-Group Time

Elicit from students ideas about how they might share what they have learned about ecology. Remind students of the variety of ways this can be done and that their choices should be appropriate to the type of knowledge and information they have gathered and the audience they have selected to share it with. For example, if students decided to focus on an aspect of ecology that shows how new methods of thinking are necessary to protect an endangered habitat or species, they could create

- a written report.
- an editorial.
- a computer presentation.
- a public service announcement.
- a documentary-style video.
- a chart or poster.
- a picture book written for younger children.
- ◆ If students researched people who have made a lasting impact on the science of ecology, such as Carson or Lowman, they could
 - write a biography.
 - create a poster or magazine article.
 - write a report. If students are writing about two or more people in the field of ecology, have them write the report as a compare and contrast paper that incorporates the writing skills they learned in Lessons 3 and 4 of this unit. Tell them that when revising this paper, they must evaluate their drafts for logical organization, voice, point of view, word choice, and sentence variation.
 - write and present a play (or vignette) about important parts of the person's life.
 - Encourage students to finalize their plans and begin to draft the written parts of their presentations. Remind them that they may need to plan time to rehearse their presentations.
- ◆ Remind students that the presentation method is up to individuals and groups but it should be driven by material and purpose.