**Teaching Science as Inquiry (TSI) Lesson Plan**

**Module 1: Physical Aquatic Science**

**Name:** Anne McKnight

**Activity:** Practices of Scientists

**Why did you choose to do this activity?**

This is a mandatory lesson. I decided to do it first to get it out of the way – I think this lesson might be quite appropriate and useful at the beginning of the school year in early August. It is less so now at the end of Q1, but I will spin it to the students as a review activity tied into our notes and discussions of the scientific method and Inquiry.

**What are your classroom learning goals?**

I would like students to leave with a concept of a scientific community that shares a common set of practices and demeanors that are valuable in the pursuit of knowledge.

**How does this activity tie into your classroom learning goals?**

Because my students will be participating in science fair inquiries, the discussion of demeanors may be useful to give them confidence that they have the skills and understanding to pursue science the way “real scientists do.

**What date do you plan to start this activity?**

I will begin the lesson on 9/21/12

***If applicable:* HIDOE standards this lesson will address**

The applicable standard is:

Standard 1: The Scientific Process: SCIENTIFIC INVESTIGATION: Discover, invent, and investigate using the skills necessary to engage in the scientific process.

**Ocean**

1. **Describe how you will connect this activity to the ocean:**

This activity does not particularly connect to the ocean, but will connect to future inquiry investigations we will design in October. Some of those activities will link to the ocean, density and currents.

1. Select the Ocean Literacy Principle(s) that you anticipate this activity will address. (check all that apply)

□ 1. The Earth has one big ocean with many features.

□ 2. The ocean and life in the ocean shape the features of the Earth.

□ 3. The ocean is a major influence on weather and climate.

□ 4. The ocean makes earth habitable

□ 5. The ocean supports a great diversity of life and ecosystems.

□ 6. The ocean and humans are inextricably interconnected

□ 7. The ocean is largely unexplored

**Preparation**

1. How will you prepare your students for this activity? (For example, review of prior knowledge.)
2. Explain any instructional struggles that you foresee and how you will address these issues. (For example, student misconceptions, classroom discussion, aspects most difficult for students to grasp, etc.)
3. Select the TSI Mode(s) of Inquiry that you will focus on for this activity. (check all that apply)

□ Curiosity

□ Description

□ Authoritative knowledge

□ Experimentation

□ Product evaluation

□ Technology

□ Replication

□ Induction

□ Deduction

□ Transitive Knowledge

**Questioning and Assessment Strategies**

1. What *questioning strategies* will you use to help your students meet your learning goals?
2. What *assessment strategies* will you use to help your students meet your learning goals and monitor their progress?

Please provide any additional comments that will help you prepare to teach this activity or help the TSI facilitators understand how you plan to teach this activity.