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

**Module 3: Biological Aquatic Science**

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Activity: Scientific Language

1. Why did you choose to do this activity?

It was a mandatory activity.

2. What are your classroom learning goals?

Scientific literacy, fluency and to think and speak like a scientist.

3. How does this activity tie into your classroom learning goals?

See #2 above.

4. What date do you plan to start this activity?

February 28, 2013.

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

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| **Benchmark** [**SC.CH.1.1**](http://165.248.30.40/hcpsv3/imr/report_by_code.jsp?code=SC.CH.1.1) | Describe how a testable hypothesis may need to be revised to guide a scientific investigation |
| **Benchmark** [**SC.CH.1.3**](http://165.248.30.40/hcpsv3/imr/report_by_code.jsp?code=SC.CH.1.3) | Defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data |
| **Benchmark** [**SC.CH.1.4**](http://165.248.30.40/hcpsv3/imr/report_by_code.jsp?code=SC.CH.1.4) | Determine the connection(s) among hypotheses, scientific evidence, and conclusions |

**Ocean**

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

Not at all.

7. 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

X 7. The ocean is largely unexplored

**Preparation**

8. How will you prepare your students for this activity? (For example, review of prior knowledge.)

The power point presentation.

9. 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.)

Realting it to the chemistry curriculum.

10. What ***TSI inquiry*** *questioning strategies* will you use to help your students meet your learning goals?

Clarifying, Extending, Focusing.

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| Use the following table to plan your lesson using TSI.  For each phase:   * **Teacher:** Describe what you will be doing * **Student:** Describe what your students will be doing * **Assess:** Describe how you will assess your students in this phase so you can monitor their progress through the activity |

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| **INTERPRETATION** | | **INITIATION** | |
| Teacher | Read the answers to the activity questions. | Teacher | Power point. |
| Student | Answering the questions. | Student | Watch per point. |
| Assess | Activity questions. | Assess | Monitor response to power point. |
| **INSTRUCTION** | | | |
| Teacher | Use the power point and hand out the activity descriptors and questions. | | |
| Student | Follow along on power point and read handouts. | | |
| Assess | Are they doing it? | | |
| **INVESTIGATION** | | **INVENTION** | |
| Teacher | Monitor progress on activities and questions. | Teacher | Monitor progress on activities and questions. |
| Student | Answer activity questions. | Student | Answer activity questions. |
| Assess | Monitor progress on activities and questions. | Assess | Monitor progress on activities and questions. |

11. Briefly describe how you will guide your students through the TSI Phases of Inquiry. (You are the research director of your classroom, and thus guide or facilitate the learning in your classroom, even if an activity is very student-directed).

Free-form adlib.

12. What *overarching* TSI mode(s) will you focus on for this activity? Why?

Modes: Curiosity, Description, Authoritative knowledge, Experimentation, Product evaluation, Technology, Replication, Induction, Deduction, Transitive knowledge

Description, Authoritative knowledge, Induction, Deduction, Transitive knowledge.

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.