



Lesson Plan

Note: This lesson plan can be used with any *Natural Inquirer* monograph or article.

Time Needed:

2 class periods

Materials

- *Investi-gator* article for each student
- Graphic organizers on page 4 and 5.
- Cube patterns on page 6. (One pattern of each cube for each student pair)
- Scissors (one for each student)
- Clear tape (one roll for each pair)
- Pencils or pens (one for each student)

The question you will answer in this lesson plan is:
How does this research relate to my life today, or how will it relate to me in the future?

Prep

Educators should choose a *Natural Inquirer* monograph or article. Read the monograph or article fully. Make copies of the graphic organizers.

Day 1

Introduce *Natural Inquirer* and the concept of scientific journals. Scientists write scientific articles to share their research with the public and their colleagues in the science field. *Natural Inquirer* articles are written for students, but they are based on content directly from real scientific articles.

Provide students copies of the *Natural Inquirer* monograph or article. In pairs, students will read the six main sections of the article. These sections are Thinking About Science, Thinking About the Environment, Introduction, Methods, Findings,

and Discussion. For each section, one student in each pair will read two sentences out loud. Then, the student's partner will read two sentences out loud. As students read each section, they should consider the following questions: Who? What? When? Where? Why? How? Each pair will discuss the section and summarize it using two to three sentences written on the Summary Graphic Organizer. Students should also read and discuss the Reflection Questions following the four main article sections.

Day 2

Have student pairs build the two cubes on page 6. The cubes will look better if students fold the flaps inside. Have student pairs review their summary sentences for each article section. Each student pair will take turns "rolling the dice." Depending on the combination of section and question, students will answer the question and write the answer on the "Cube Graphic Organizer" using complete sentences and correct grammar and punctuation. If the rolled combination cannot be answered using from the information given in the article, the student will roll the "dice" again. Each student will roll the "dice" and answer the questions three times.

Note: Who, what, when, where, why, and how questions need not necessarily relate directly to the article text. "Who?" for example, may be interpreted as "Who will benefit from this research?" "When" may be interpreted as "When will this research be needed?" Challenge students to be creative in answering the "W" questions. Students do not need to get all of their answers directly from the text.

After students have finished the Cube Graphic Organizer, students will answer the following questions using proper grammar, punctuation, spelling, and complete sentences:

- What is the article about?
- Why is the research important?
- How does this research relate to my life today or how will it relate to me in the future?

Summary Graphic Organizer

Write 1-2 sentences about each section in the appropriate box below.

Name _____

Thinking About Science

Thinking About the Environment

Introduction

Methods

Findings

Discussion

Cube Graphic Organizer

Name _____

Question (check one) →	Who	What	When	Where	Why	How	Section
1							
Answer							
2							
Answer							
3							
Answer							
4							
Answer							
5							
Answer							
6							
Answer							

What is the article about?

Why is the research important?

How does this research relate to my life today, or how will it relate to me in the future?

1. Cut out each pattern.
2. Fold on each line so that the writing is on the outside.
3. Put the cube together with tabs on the inside.
4. Tape the cube together using small pieces of tape.

