

Index

A

“Abusing Research: The Study of Homework and Other Examples” (Kohn), 164
Alberts, Bruce, 5
Alternative space and materials, 169–173
American Association for the Advancement of Science (AAAS), xvi, 65, 176, 180
American Association of Physics Teachers (AAPT), 180
American Biology Teacher, 179
American Chemical Society (ACS), 179
American Scientist (journal), 1, 47
Application/analysis, Bloom cognitive level connected to, 153
Archimedes’ Principle: floating-sinking boat demonstration (Activity A), 23–25; performance assessment tasks, 32–33; sinking solids investigation (Activity B), 24–25; study of, 23–27
Arter, J. H., 119
Assault on Reason, The (Gore), 177
Assessing Higher Order Thinking Skills: A Consumers’ Guide (Arter/Salman), 119
Assessment: approaches to, 143–144; balance of assessment practices, 159–161; diagnostic, 143, 154; formative, 143; group science reports, holistic evaluation of (exhibit), 151; inquiry/discovery learning, 141–161; performance tasks, 32–33, 151–153; of science investigation reports (rubrics), 148–150; self-initiated, 160–161; of student participation and readiness, 144–147; summative, 143, 153–154; team reports, creating/evaluating, 150–151
Assessment tools, 185–187; Diagnostic Tool for Creating Remediation Groups (chart), 187; Identifying Appropriate Assessment Tasks (chart), 186
Association for Teacher Educators in Science (ATES), xvi,
Association of Science Technology Centers, 181
Astronomy—Measuring Distances (Lesson 1 Middle School), 66–78; assessment task, 73–74; comments on, 76–78; extension, 74–76; inquiry, 67–68;

laboratory phase, 70–71; method, 68–70; post-laboratory phase, 71–73; pre-laboratory phase, 67–70; student directions, 68–69; student learning objectives, 67; teacher and student roles in astronomy investigation (table), 77
Atlas of Science Literacy (American Association for the Advancement of Science), 19

B

Bacon, Francis, 1
Basic Inference Skills Diagram, 125
Basic skills enhancement, 165–166
Benjamin Bloom’s Taxonomy, 120–121, 126–127, 153, 160
Best of Edison Science Teaching Kit (Charles Edison Foundation), 82, 86–87
Beyond: Visions of the Interplanetary Probes (Benson), 76
Biology Project, The (“Cell Biology”), 99
Blooming Verbs from Blooms Taxonomy (exhibit), 120–121, 160
Bono, 177
Bragg, William Henry, 2
Brainstorming: and hitchhiking, 133; hypothesizing vs., 132
Bulletin board, 22
Burke, James, 16, 130
Business Higher Education Forum (BHEF), 176–177

C

Cabinets in science classrooms, 168
CDs, availability of, in science classroom, 169
“Celestial Sightings” (Benson), 76
Cell Sizes, Study of: A Simulation (Lesson 2 High School), 96–100; comments on, 100; conclusions, 97–99; Directions for Investigating Cell Size (exhibit), 96, 97; extension, 99; inquiry, 96; investigation, 96; method, 96; Rubric for Assessing Results of the Lesson Sequence (table), 98, 156; student learning objectives, 96

- Center for Science Laboratory Studies (CSLS), xi, 170
Chemical and Engineering News (C&EN), 179
 “Chemical Biology of the Cell” (Borman), 99
Biology Handbook, Chemistry Handbook, Earth Science Handbook, Physics Handbook (Facts-on-File), 181
Chemistry (Schmuckler and Snyder), 114
 Classroom laboratory essentials, 168–173;
 cabinets/shelves, 168; computers, 168–169;
 exits/safety needs, 169; television/CDs, 169; wall
 boards/demonstration table, 168;
 water/heat/refrigeration, 169
 Classroom management, 165–168; basic skills
 enhancement, 165–166; investigation records, 168;
 student contracts, 166; student self-analysis,
 166–167; success and feedback, 165
 Classroom resources, 179–182; basic references and
 sourcebooks, 181; digital resources, 181; general
 periodicals, 181; magazines/newsletters, 180;
 professional and educational organization
 publications, 179–180; science museums, 182;
 television programs, 182
 Combining Hydrogen and Oxygen to Form Water
 (Lesson 4b High School), 106–108; follow-up to
 demonstration, 107–108; materials, 106; method
 demonstration, 107; student learning objectives, 106
Comprehensive Classroom Management (Jones/Jones), 165
 Computers: in science classrooms, 168–169;
 simulations, 170
 Concept mapping, 134
Connections TV series, 16
 Content, excessive memorization of, 36
 Content learning: assessment of, 141–161; linking to
 inquiry/discovery learning, 15–33
 Content materials, updating, 171–172
 Content of science, defined, 15
 Content standards, 19; grades 5–8, 20–21; grades, 8–12,
 21
 Cooperative planning, facilitating, 137
 Credit slips, 22
 Critical Squares technique, 138
 Critical thinking, 1–2
- D**
- Dan’s Manual of Mineralogy* (1949), 114
 Decomposition of Water (Lesson 4a High School),
 103–106; conclusions, 105; extension, 105–106;
 investigation, 104–105; materials, 103–104; student
 learning objectives, 103
 Demonstration table, in science classrooms, 168
 Diagnostic assessment, 143, 154
 Diagnostic probing, 19–20
 Diagnostic Tool for Creating Remediation Groups
 (chart), 187
 Didactic approach to teaching, 7
 Directions for Investigating Cell Size (exhibit), 96–97
Discover Magazine, 179
 Discovery, defined, 4
 Discovery Channel Store Website, 49
 Discovery resources, 22
 Discovery skills, 119
 Draftometer, 84–85
- E**
- Enabled/Disabled: Science Education for an Independent
 Future* (American Association for the Advancement
 of Science), 135
 Energy and Work (Lesson 1a High School), 90–93;
 conclusions, 91–92; inquiry, 90; investigation, 90–91;
 method, 90; student-developed generalizations,
 92–93
 Energy Conservation (Lesson 3 Middle School), 82–87;
 comments on, 86–87; cooling curves (investigation),
 83–84; laboratory phase, 83–86; pre-laboratory
 phase, 82–83; preparing/using a “draftometer”
 (investigation), 84–85; student learning objectives,
 83; temperature vs. total heat (investigation),
 85–86
 Energy kit, 82
 Energy, Work, and Power (Lesson 1 High School),
 89–95; comments on, 95; Energy and Work (Lesson
 1a), 92–93; Mechanical Power, Study of (Lesson 1b),
 93–95; student learning objectives, 90
 English language learners (ELLs), 12, 61, 165
 Equipment purchases, 172–173
 Evaluation, and inquiry instruction, 142
 Exits in science classrooms, 169
 Extension segment, post-laboratory phase, 37–38
- F**
- Fact-based reasoning, 177
 Facts on File Website, 73
 Floating-sinking boat demonstration (Activity A of
 Archimedes lesson), 23–25; comments on, 24, 27;
 student learning objectives, 23
 Force and motion lesson (Lesson A) conventional
 approach, 5–7; comments on, 6–7; lesson plan, 6;
 student learning objectives, 5
 Force and motion lesson (Lesson B) inquiry/discovery
 approach, 7–13; comments on, 12; student learning
 objectives, 7; teaching strategy, 7–12
 Formative assessment, 143; templates, 144
Freakonomics (Lewis/Dubner), 102
- G**
- “Getting All Revved Up” (*American Scientist*), 47
 Globalization, 175–178
 Gore, Al, 177
 Graphic organizers, 138
- H**
- Handbook of Chemistry and Physics* (Lide), 181
 Hands-on activities, 16–18; inquiry/discovery lesson
 activity sequence, 18; lesson planning
 considerations, 16–17; teacher-student roles in
 investigations, 17–18
 Haury, David, 118–119

- Heat, in science classrooms, 169
- High school inquiry/discovery learning, 89–115; Cell Sizes, Study of: A Simulation (Lesson 2 High School), 96–100; Energy, Work, and Power (Lesson 1 High School), 89–95; Hydrogen, Oxygen, and Water, Study of (Lesson 4 High School), 103–110; Metabolism, Effects of Chemicals on (Lesson 3 High School), 100–103; Oxidation and Reduction, Study of (Lesson 5 High School), 110–114
- Higher-order student questioning: assessment questions: helping students understand the sources of, 127–128; Basic Inference Skills Diagram, 125; completing assignments (case history I), 122–124; generating, 120–122; implementing, 122–130; improving students' grades (case history II), 124–128; Inference Skills Diagram, 126, 130; pointing the way to higher-order questioning skills, 128–130; question cubes, 126–127; Question Quilt (exhibit), 128–129
- History and Practice of Ancient Astronomy, The* (Evans), 73
- Hitchhiking, 132–133; and brainstorming, 133
- Holmes, Oliver Wendell, 65
- "How Small Is a Cell" (Rau), 99–100
- How Things Work* (Langone), 26
- Hydrogen, Oxygen, and Water, Study of (Lesson 4 High School), 103–110; Combining Hydrogen and Oxygen to Form Water (Lesson 4b), 106–108; comments on, 109–110; Decomposition of Water (Lesson 4a), 103–106; Model Building (Lesson 4c), 108–109
- I**
- Identifying Appropriate Assessment Tasks (chart), 186
- Iliad* (Homer), 66, 68
- Improving Learning in Science and Basic Skills Among Diverse Student Populations* (Sutman/Guzman), 135
- "In Praise of Hard Questions" (Siegfried), 65
- Inference Skills Diagram, 126, 130, 160
- Inquiry, 1–4; defined, 3; as state of mind, 5
- Inquiry and the National Science Education Standards: A Guide for Teaching and Learning* (National Research Council), 2–3, 65, 89
- Inquiry/discovery, 163–173; alternative space and materials, 169–173; classroom laboratory essentials, 168–173; classroom management, 165–168; homework, 163–164; learning as incentive for, 135–137
- Inquiry/discovery approach: and development of scientific thinking/reasoning/practice skills, 35; Levels of Inquiry/Discovery Instructional Matrix, 37–38
- Inquiry/discovery assessment: teacher's shifting roles in, 154–159
- Inquiry/discovery instruction: goals in, 142–143
- Inquiry/Discovery Instructional Matrix, 36–39, 62, 63
- Inquiry/discovery learning: assessment in, 31–33; assessment of, 141–161; bulletin board, 22; classroom tools/resources, 21–22; credit slips, 22; discovery resources, 22; force and motion lesson (conventional approach), 5–7; force and motion lesson (inquiry/discovery approach), 7–13; hands-on activities, 16–18; high school, 89–115; higher-order student questioning; implementing, 122–130; inquiry/discovery lesson activity sequence, 18; instruction supporting, 27–31; instructional planning for, 19; laboratory, 21–22; laboratory phase, 18, 37; lesson planning, principles of, 33; linking to content learning, 15–33; middle school, 65–88; phases of, 36–37; post-laboratory phase, 18, 37; pre-laboratory phase, 18, 37; query board, 22; scope of, 117–122; service learning as incentive for, 135–137; special needs students, supportive strategies for, 135; student questions, inviting, 28; success story, 61–63; teacher-generated questions, 28; teaching strategies for, 5; team summaries, 28; teams, 28–31; working with students in, 130–134; understanding, 3–4
- Inquiry/discovery lesson sequence design, 51–60; Planning Rubric for Inquiry/Discovery Science Lessons, 52–53
- Inquiry/discovery practice, facilitating, 87–88
- Inquiry instruction, components of, 142
- Inquiry-oriented classroom tests, 153–154
- Inquiry standards, 3, 20–21, 35; for high school, 89; for middle school, 65–66
- "Inquiry Instructional Standards" (NRC), 19
- Insects, Study of, Level 0 lesson, 53–55; comments on, 54–55; introduction, 54; materials, 54; student learning objectives, 54
- Insects, Study of, Level 1 lesson, 55–57; assessment, 57; comments on, 57; extension, 57; laboratory phase, 56; materials, 55; post-laboratory phase, 56; pre-laboratory phase, 55–56; student learning objectives, 55
- Insects, Study of, Level 2 lesson, 58–60; assessment, 59; comments on, 59–60; extension, 59; laboratory phase, 59; materials, 58; post-laboratory phase, 59; pre-laboratory phase, 58; report, 59; student learning objectives, 58
- Instructional Matrix, 36–39, 62, 63
- Interlock, 29
- Interpolation, 46; and inquiry instruction, 142
- Investigation records, 168
- Investigations, teacher-student roles in, 17–18
- J**
- Jacobs, Madeleine, 117
- Jig sawing, 29
- Jigsaw approach, 131–132
- Journal of Chemical Education*, 179
- Journal of College Science Teaching*, 180
- Journal of Geoscience Education*, 179
- Journal of Research in Science Teaching (JRST)*, 180

K

K-8 proficiencies, 2–3
 Knowledge/comprehension, Bloom cognitive level connected to, 153

L

Laboratory, 21–22
 Laboratory phase, 18, 37
 Language, importance in inquiry education, 119–120
 Language arts: instructional approaches, using to create science reports, 138–139; integrating science and, 137
 Learning goals, 19–21; content standards, 19; diagnostic probing, 19–20; inquiry standards, 20–21
 Levels of Inquiry/Discovery Instructional Matrix, 37–38
 Lyman, Frank, 131

M

“MadSci Network” Website, 102
 Margulis, Lynn, 1, 177
 Mass, Volume, and Density, Study of (Lesson 2 Middle School), 78–82; comments on, 81–82; laboratory phase, 78–80; materials, 78; post-laboratory phase, 80–81; pre-laboratory phase, 78; student learning objectives, 78
 Mechanical Power, Study of (Lesson 1b), 93–95; conclusions, 95; investigation, 94–95; method, 93–94
 “Mentored” biology lesson (symbiotic/parasitic relationships): assessment, 159; laboratory activities, 158; post-laboratory activities, 158–159; pre-laboratory activities, 155–157; pre-laboratory method, 157–158
 Metabolism, Effects of Chemicals on (Lesson 3 High School), 100–103; chemical solutions, 101; conclusions, 101–102; inquiry, 101; investigation, 101; materials, 101; method, 101; student learning objectives, 100
 Middle school inquiry/discovery learning, 65–88; Astronomy—Measuring Distances (Lesson 1), 66–78; Energy Conservation (Lesson 3), 82–87; National Inquiry Standards, 65–66; Study of Mass, Volume, and Density (Lesson, 2), 78–82
Milestones of Science: The History of Human Kind’s Greatest Ideas (Supplee), 181
 Mind mapping, 133–134
 Model Building (Lesson 4c High School), 108–109; conclusions, 108; investigation, 108; model demonstrating hydrogen, oxygen, and water molecules, 109
 Momentum, Study of (Level 0 lesson), 39–41; comments on, 40–41; materials, 40; student learning objectives, 39
 Momentum, Study of (Level 1 lesson), 41–43; comments on, 42–43; materials, 41; student learning objectives, 41
 Momentum (Level 2 lesson), 43–48; comments on, 47–48; extension, 46–47; laboratory phase, 45; materials, 44; post-laboratory phase, 45–47;

pre-laboratory phase, 44–45; student learning objectives, 43–44
 Momentum, Study of (Level 3 lesson), 48–51; assessment, 50–51; comments on, 51; extension, 50; laboratory phase, 49; materials, 48–49; post-laboratory phase, 49–50; pre-laboratory phase, 49; student learning objectives, 48
 Momentum formula, 50
 Multicultural Education Research and Information Center (MERIT Center), xi, xv,
 “Myth About Homework, The” (Wallace), 164

N

NASA Website, 73
 National Assessment of Educational Progress (NAEP), xii
 National Association for Research in Science Teaching (NARST), xvi, 180
 National Association of Biology Teachers (NABT), 179
 National Association of Geoscience Teachers (NAGT), 179
National Geographic, 179
 National Inquiry Standards, 65–66
 National Research Council (NRC), 2–3
 National School Boards Association (NSBA), 176
National Science Digital Library (NSDL), 181
 National Science Education Standards, 15, 61, 141; process component of, 137
 National Science Teachers Association (NSTA), 73, 180
Natural History, 179
Nature, 181
 No Child Left Behind Act (NCLB), 141, 176
 Note Web: Defending Supports for Hypothetical Answers (form), 139, 184
Nova, 181
Nova Now, 181

O

Observation: and diagnostic assessment, 154; and inquiry instruction, 142
Observer’s Handbook (Royal Astronomical Society of Canada), 71
Odyssey (Homer), 66
 “On the Nature of Discovery” (Jacobs), 117
 Out-of-school assignments, 46, 164
 Oxidation and Reduction, Study of (Lesson 5 High School), 110–114; comments on, 114–115; conclusions, 111; History Related to the Mineral Malachite: A Summary (exhibit), 113; investigation, 111; method demonstration, 110–111; Procedure for Synthesizing the Mineral Malachite (exhibit), 112; student learning objectives, 110

P

Peer teaching approach to instruction, 131
 Performance tasks, 32–33, 151–153

Physical Photometric Data Astronomical Almanac (U.S. Naval Observatory), 71
Physics Teacher (journal), 180
 “Planetary Photojournal” Website, 76
Planets, The, 182
 Planning Rubric for Inquiry/Discovery Science
 Lessons, 52–53, 57, 63
 Post-laboratory phase, 18, 37, 38
Practical Entomology, (Bons), 58
 Pre-laboratory phase, 18, 37, 39
 Prewriting Critical Squares Grid, 183
 Prewriting strategies, 138
Public Library of Science, 181

Q

Query board, 22
 Question Quilt (exhibit), 128–129
 Questioning, and inquiry instruction, 142

R

“Reading Between the Lines” (Archimedes), 26
 Reasoning, and inquiry instruction, 142
 Refrigeration in science classrooms, 169
 Report writing, teams, 150–151
 Research Team Feedback Form, 29, 31–32; exhibit, 30
 Resource center, 22
 Rigor, building into science learning, 36
 “Round Robin” approach, 150
 Rubric for Assessing Results of the Lesson Sequence (table), 98, 156

S

Safety needs in science classrooms, 169
 Salman, J. R., 119
 “Saturday Morning Science” (Phillips), 81
 Science, integrating language arts and, 137–139
Science and Children, 180
 Science classroom, 169; cabinets, 168; computers, 168–169; demonstration table, 168; exits, 169; heat, 169; laboratory essentials, 168–173; laboratory procedures, student familiarity with, 20; management, 165–168; resources, 21–22, 179–182; safety needs, 169; shelves, 168; television/CDs, 168; tools, 21–22; wall boards, 168
 Science investigation reports (rubrics), assessment of, 148–150
 Science (journal), 81, 120–122, 176, 180
 Science learning: building rigor into, 36; Levels of Inquiry/Discovery Instructional Matrix, 37–38
 Science lesson planning: Instructional Matrix in, 39–51; structuring lessons to meet student potential, 60–63
Science Medicine and Animals: A Circle of Discovery (National Research Council), comments on, 103
Science News for Kids, 179
Science News Online, 179
Science Scope, 180
Science Teacher, The, 180

Science teachers: computer simulations, 170; content materials, updating, 171–172; equipment purchases, 172–173; goal of, 1; linking equipment to lesson objectives, 171; persistence, 170; support for, 175–177
 Scientific enterprise, 15
 Self-initiated assessment, instructing students in, 160–161
 Shelves in science classrooms, 168
 Siegfried, Tom, 65
 Sinking solids investigation (Activity B of Archimedes lesson), 24–25; comments on, 27; materials, 24; post-laboratory phase, 25–26; student instructions, 24–25
 “Size, Mates and Fates” (Gough), 99
Smithsonian (magazine), 179
 Standards-based testing, 141
 Student contracts, 166
 Student inquiry/discovery: defined, 117; understanding, 3–4
 Student participation and readiness: assessment of, 144–147
 Student responsibility, levels of, 36–39
 Student self-analysis, 166–167; Student Self-Analysis Form, 167
 Summative assessment, 143, 153–154
 Synthesis/evaluation: Bloom cognitive level connected to, 153

T

Taking Science to School: Learning and Teaching Science in Grades K–8 (National Research Council), 2
 Teacher-generated questions, 28
 Teacher-student roles in investigations, 17–18
Teacher’s Guide to Classroom Assessment, A (Butler/McMunn), 154, 159–160
Teaching Chemistry to Students with Disabilities, A Manual for High Schools, Colleges and Graduate Programs (Miner et al.), 135
 Teaching science, goal in, 1
 Team-centered activities, 130–131
 Teams: organizing class, 28–29; reports, creating/evaluating, 150–151; selecting, 29–31; students in, 130–134; summaries, 28; working with, 130–134
 Technology, 22
 Television, availability of, in science classroom, 169
Theories for Everything: An Illustrated History of Science (Langone), 181
 “Think/Pair/Share” approach (Lyman), 131
 “This Generation’s Moon Shot” (*Time* magazine), 177
Tough Choices or Tough Times (National Center on Education and the Economy), 177

U

Urgency gap, 176

V

Venn diagrams, 158

W

Wall boards, in science classrooms, 168
Water, in science classrooms, 169
“Water Works: Research Accelerates Advanced Water Treatment Technologies” (*Chemical and Engineering News*), 81
“What We Don’t Know” (*Science*), 65
“Why” questions, and inquiry, 3

“Word attack” skills, 119–120
Writing tools, 183–184; Note Web: Defending Supports for Hypothetical Answers (form), 138–139, 184; Prewriting Critical Squares Grid, 183

Y

Yaron, David, 170