

**LISELL Lesson Frameworks for Planning & Guiding Implementation of the
LISELL Inquiry Practices**

Teacher Planning Guide
Coordinating Hypothesis, Observation and Evidence



1. What is the topic of this lesson?
2. What are some hypotheses that my students may already have about this topic?
3. What are some questions/prompts that I can ask my students to encourage discussion of their hypotheses about the topic?
4. What observations related to the topic can my students make during this lesson?
5. What are some questions/prompts I can ask my students to help them connect these observations to their hypotheses?
6. Which of these observations can serve as evidence to support or challenge these hypotheses?
7. What are some questions/prompts I can ask my students to encourage discussion of how their hypotheses changed as a result of evidence they collected?

Academic Language Connections

Which words from the academic word list are applicable to this lesson?

Student Questions

Coordinating Hypothesis, Observation and Evidence



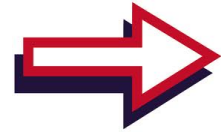
1. What do you already know about the topic of this lesson?
2. How do you know this? Where does your knowledge come from?
3. Write down a hypothesis you have about this topic. Remember that a hypothesis is a prediction about what will happen based on things you already know.
4. What did you observe during the lesson that was related to your hypothesis?
5. Can any of your observations be used as evidence to support or challenge your hypothesis? Explain.
6. What can you conclude about your hypothesis based on the evidence you collected?

Academic Language Connections

Write down any words from the academic word list that you think can be connected to this lesson.

Teacher Planning Guide

Cause and Effect Relationships

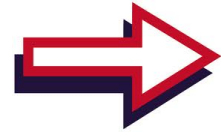


1. What is the topic of this lesson?
2. What are the actions or causes that will take place in this activity?
3. What are some questions/prompts that I can ask my students to encourage discussion of these actions or causes?
4. What are the effects that are likely to result in this activity?
5. What are some questions/prompts that I can ask my students to encourage discussion of these effects and their relationship to the causes?
6. What should my students conclude about cause and effect relationships through their participation in this activity?

Academic Language Connections

List any words from the academic word list that you feel are applicable to this lesson.

Student Questions
Cause and Effect Relationships



1. What do you already know about the topic of this lesson?

2. How do you know this? Where does your knowledge come from?

3. What are the actions or causes for what happened in this activity?

4. What are the effects that resulted from the actions in this activity?

5. What can you conclude about cause and effect relationships after your participation in this activity?

Academic Language Connections

Write down any words from the academic word list that you think can be connected to this lesson.

Teacher Planning Guide

Control of Variables

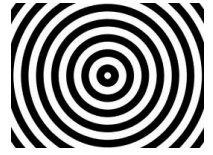


1. What is the topic of this lesson?
2. What are all the possible variables involved in the activity?
3. What is the independent variable in this activity?
4. What is the dependent variable in this activity?
5. What additional variables may need to be controlled?
6. What are some questions/prompts that I can ask my students to encourage discussion of these variables and how to manage them?
7. What will students *do* during this activity related to control of variables?
8. What are some questions/prompts that I can ask my students to encourage discussion of *their ideas* about control of variables that resulted from this activity?

Academic Language Connections

List any words from the academic word list that you feel are applicable to this lesson.

Student Questions **Control of Variables**



1. What do you already know about the topic of this lesson?
2. How do you know this? Where does your knowledge come from?
3. Name as many variables as you can that are involved in this activity.
4. What is the independent variable in this activity?
5. What is the dependent variable in this activity?
6. What additional variables may need to be controlled?
7. What did you need to *do* during this activity to try to control variables?
8. How successful were you at controlling variables during this activity? Explain.

Academic Language Connections

Write down any words from the academic word list that you think can be connected to this lesson.