**Selecting and Sequencing Student Ideas in Science to**

**Promote Discussion for/in Tracking Great White Sharks**

**Core Science Idea:** Animal Behavior Follows patterns that can be described and explained

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| **Anticipated Student Idea, Explanation, Model** | **Rationale for Selection** | **S**  **e**  **q**  **u**  **e**  **n**  **c** | **Science Concepts to highlight when students share** | **Teacher Questions to ask to make student ideas transparent to all or to connect learning (whole group)** | **Teaching routines to use during discussion** | **About students or group who used this** |
| Maturity play a part in migration patterns | Partial data support |  | Sharks are thought to be territorial | What does the data between mature and immature sharks compare? | Add-on, Re-voice |  |
| Feeding Habits play a part in migration patterns | Very little data support |  | Great Whites are one of the top predators, so….does it matter? | How does your readings compare to this? | Add-on, Re-voice |  |
| Reproduction plays a part in migration patterns | Partial data support |  | The data for immature and mature females is sometimes similar | Is the data for mature and immature sharks always different? Between male and female? | Add-on, Re-voice |  |
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| **Connecting (**Questions that will make the core science idea visible and understandable to the entire class):  Which ideas about great white shark migration are supported by the data and evidence? Which are partially supported? Which are definitely NOT supported? | | | | | | |

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