# Mealworm Experiment #2

#### Questions

Which foods do mealworms like to eat? (potato slice, bran flakes, oats, apple slice)



#### Hypothesis:

I think mealworms will like \_\_\_\_\_\_\_\_because

#### **Materials:**

- 20 meatworms.
- 1 box
- potato slices
- bran flakes (Raisin Bran).
- oats (Cheerias)
- opple slices



#### Procedure:

- Step 1: Place the four foods in each corner of the bax. Use roughly the same amount of each food.
- Step 2: Place your mealworms in the center of the box. Be sure they're on equal distance from each food.
- Step 3: Observe the mealworms to see which food they prefer. Record your results.

# **Mealworm Investigation 3rd Grade**

# **Roman Wölfel**

#### **Mealworm Investigation 3rd Grade:**

**Standards-Based Science Investigations, Grade 3** Robert W. Smith,2008-08-26 Through content area reading hands on experiences and inquiry investigations young scientists learn the essential concepts of science The language is clear simple and scientifically correct The imaginative and effective lessons cover life earth and physical sciences Helpful extras include science inquiry worksheets an inquiry assessment rubric and alignment to standards 
Language and Literacy in Inquiry-Based Science Classrooms, Grades 3-8 Zhihui Fang,Linda L. Lamme,Rose M. Pringle,2010-09-07 This hands on resource offers a wealth of strategies aligned with national science education standards including sample lessons for integrating reading instruction into inquiry based science classrooms 
An Investigation of the Instructional Goals of the AAAS and ESS Elementary Science Programs as Perceived by the Classroom Teachers Barbara Iris Kufsky,1967

Hands-On Science and Technology for Ontario, Grade 2 Jennifer E. Lawson, 2020-08-25 Experienced educators share their best classroom tested ideas in this teacher friendly activity based resource The grade 2 book is divided into four units Growth and Changes in Animals Movement Properties of Liquids and Solids Air and Water in the Environment STAND OUT COMPONENTS custom written for the Ontario curriculum uses an inquiry based scientific and technological approach builds understanding of Indigenous knowledge and perspectives TIME SAVING COST EFFECTIVE FEATURES includes resources for both teachers and students a four part instructional process activate action consolidate and debrief enhance an emphasis on technology sustainability and personalized learning a fully developed assessment plan for assessment for as and of learning a focus on real life technological problem solving learning centres that focus on multiple intelligences and universal design for learning UDL land based learning activities and Makerspace centres access to digital image banks and digital reproducibles Find download instructions in the Appendix of the book **Resources for Teaching Elementary** School Science National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution, 1996-04-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in Resources for Teaching Elementary School Science A completely revised edition of the best selling resource guide Science for Children Resources for Teachers this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate

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Inquire Within Douglas Llewellyn,2014 Your definitive guide to inquiry and argument based science updated for today s standards Like most teachers are you struggling to make sense of the many recent shifts in science education especially the NGSS Luckily Doug Lllewellyn is here to guide you every step along the way His two big aims with this new edition of Inquire Within To help you engage students in activities and explorations that draw on their big questions then build students capacity to defend their claims Always striking a balance between the why and the how this third edition models what the new reform efforts looks like in day to day practice New features include how to Teach argumentation a key standards requirement and 21st century career skill Adapt existing science curricula for inquiry based learning to meet today s standards Effectively differentiate scientific instruction for multiple intelligences to drive student achievement Improve students language arts analytic and communication skills through inquiry based instruction Utilize the many inquiry based lesson plans Develop your own inquiry based mindset and grow professionally You ll quickly discover for yourself that this third edition of Inquire Within stands on its own as your single best resource for keeping pace with science reform in the

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that scientists do they design experiments make predictions observe and describe offer and test explanations and share their

conjectures with others In essence they construct their own understanding of how the world works through experimentation reflection and discussion Look into real classrooms where teachers practice inquiry science and engage students in the science and engineering practices outlined in the Next Generation Science Standards Rusty Bresser and Sharon Fargason show teachers how to do the following Build on students varied experiences background knowledge and readiness Respond to the needs of students with varying levels of English language proficiency Manage a diverse classroom during inquiry science exploration Facilitate science discussions Deepen their own science content knowledgeAs the authors state Inquiry science has little to do with textbooks and lectures and everything to do with our inherent need as a species to learn about and reflect on the world around us Join your students on a journey of discovery as you explore your world via inquiry

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Elementary Science Methods David Jerner Martin, 2000 This text s unique constructivist approach guides students in learning by doing Geared to teachers of preschool through sixth grade students it represents the cutting edge of elementary science teaching with up to date investigations into contemporary topics Teaching Elementary Science Through

Investigation and Colloquium Brenda Lansdown, Paul E. Blackwood, Paul Franz Brandwein, 1971 Hard-to-Teach Science

Concepts Susan Koba, Carol T. Mitchell, 2011 Authors Susan Koba and Carol Mitchell introduce teachers of grades 3 5 to

their conceptual framework for successful instruction of hard to teach science concepts Their methodology comprises four steps 1 engage students about their preconceptions and address their thinking 2 target lessons to be learned 3 determine appropriate strategies and 4 use Standards based teaching that builds on student understandings The authors not only explain how to use their framework but also provide a variety of tools and examples of its application on four hard to teach foundational concepts the flow of energy and matter in ecosystems force and motion matter and its transformation and Earth s shape Both preservice and inservice elementary school teachers will find this approach appealing and the authors engaging writing style and user friendly tables help educators adapt the method with ease

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