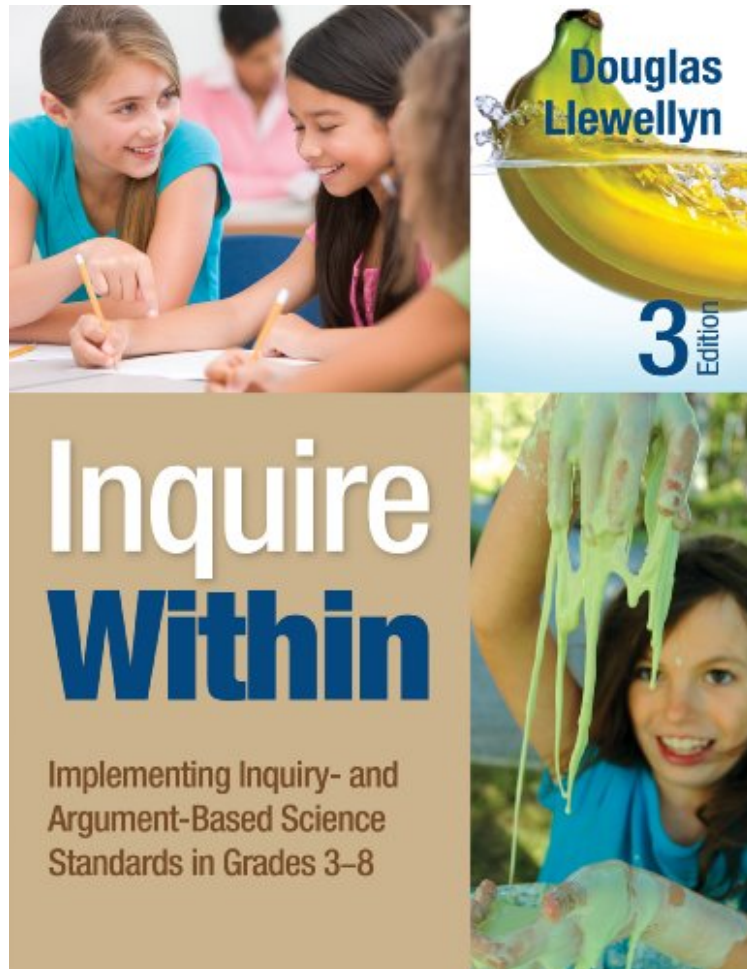


(Free download) Inquire Within: Implementing Inquiry- and Argument-Based Science Standards in Grades 3-8

Inquire Within: Implementing Inquiry- and Argument-Based Science Standards in Grades 3-8

Douglas J. Llewellyn

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Your definitive guide to inquiry- and argument-based science—updated for today's standards! Doug Llewellyn's 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"; new features include how to Teach argumentation, a key requirement of both the Common Core and NGSS Adapt your existing science curricula and benefit from the book's many lesson plans Improve students' language learning and communication skills through inquiry-based instruction Develop your own inquiry-based mindset

"For years Doug Llewellyn's books have provided a strong foundation for both beginning and veteran teachers as they integrated real inquiry experiences into science classes. Today teachers seeking deeper understanding of the Next Generation Science Standards are asking how inquiry fits into the broader array of Science and Engineering Practices/ This updated guide has the answers, expanding and enriching the process of inquiry by showing how such practices as scientific argumentation fit. Llewellyn's model of teaching and his rich array of practical examples can help every teacher and student to experiences that clearly illustrate what scientists and engineers do. This is certainly a guide for the next generation of great teachers."--Juliana Texley, President-Elect

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About the Author Douglas Llewellyn teaches science education courses at St. John Fisher College in Rochester, NY. Previously, he was the K-12 Director of Science at the Rochester City School District, a secondary school principal, and a middle school science teacher. Llewellyn is a frequent speaker at state and national conferences on inquiry- and argument-based teaching, constructivist learning, and science leadership.