

Inquiry Loop

Follow how a science investigation can repeat.

2.1 "Scientific and engineering practices. The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena..."

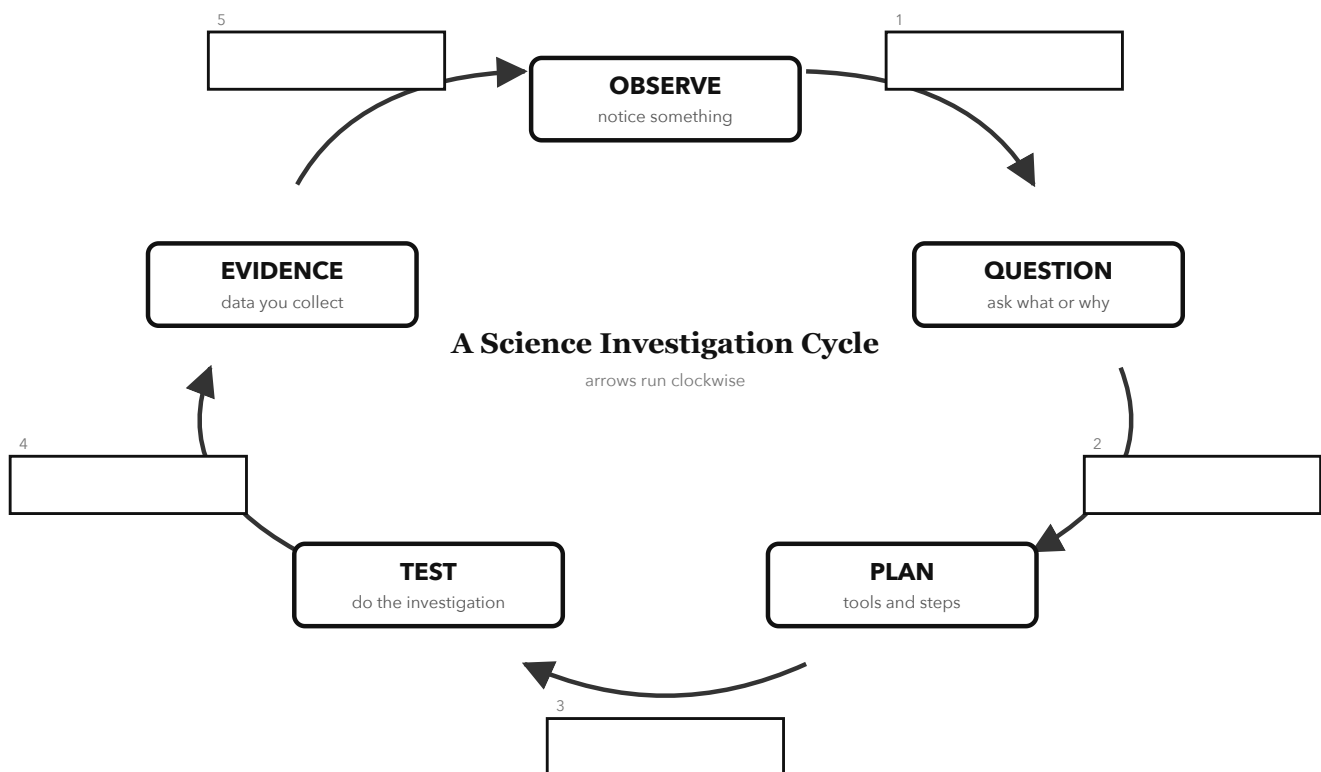
NAME _____

DATE _____

1 LABEL THE MODEL _____ Word bank below

Write one word-bank process in each numbered box. Each process tells how one stage leads to the next stage.

WORD BANK	begins a test	guides your plan	leads to a question	leads to new observations
	produces evidence			



2 RUN THE MODEL _____ Use your finished diagram

1 Which stage comes right after PLAN?

2 What do you get when you finish the TEST stage?

3 After EVIDENCE leads to new observations, which stage begins again?

3 CHECK IT _____ Before you turn it in

☐ I used each process once.

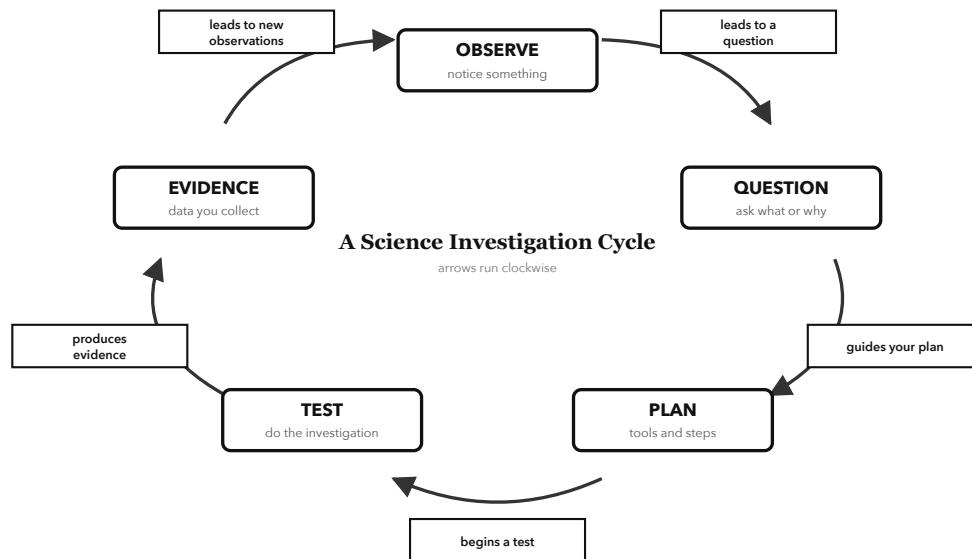
☐ I checked that each arrow makes sense.

☐ I can find where evidence is collected.

TEST THE MODEL

What is one thing this model leaves out about real investigations?

PART 1 • COMPLETED MODEL



PART 2 • RUN THE MODEL

1. **TEST** (Which stage comes right after PLAN?)
2. **EVIDENCE** (What do you get when you finish the TEST stage?)
3. **OBSERVE** (After EVIDENCE leads to new observations, which stage begins again?)

TEST THE MODEL (SAMPLE ANSWERS)

- Scientists may repeat a test many times.
- Scientists may change their plan after looking at evidence.

Place the processes in the listed order on arrows from each stage to the next stage. Accept equivalent wording that accurately describes the same connection.