

# Chapter Tour

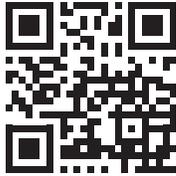


## Source

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## Brief Summary

Before starting a chapter, students take a “chapter tour” that familiarizes the students with the topics, terms, images, etc. that are in that chapter.

## Notes

See page 9 of source for more information. Following this page are a print out with questions that can be used in the classroom and a filled-in sample chapter tour.

## Example Use in STEM EDA

This strategy can be used before beginning any module or any section of a module, especially the research section of a module. The sample chapter tour beginning on page 3 of this document shows possible responses for a chapter tour of the Explore Genetics research section.

# Chapter Tour

## Guiding Questions

**Instructions:** Respond to the following questions and statements.

1. What do the pictures tell us the section is about?
2. How do the captions help you better understand what the section is about?
3. Describe the information in the tables/charts/figures.
4. Identify the “big ideas” and boldfaced words. Which of these words do you know and which do you not know?
5. Based on the first and last paragraph in the section, what do you think you will learn?
6. Based on the questions at the end of the section, what terms may be important?
7. Look at all the questions in the section. What do you think you will be expected to know?

# Chapter Tour

## Guiding Questions and Sample Responses

**Instructions:** Respond to the following questions and statements.

1. What do the pictures tell us the section is about?  
*Classification of something. Learning about animals, plants, and living things.*
2. How do the captions help you better understand what the section is about?  
*The classification system is for biological things. The classification system starts with the largest category (kingdom) and gets specific (species). Some organisms/living things fall into the kingdom category. Others fall in the phylum, class, and order categories.*
3. Describe the information in the tables/charts/figures.  
*One chart associates family names to animals. The family name giraffidae looks like giraffe. The family name gekkonidae looks like gecko. Another table relates scientific names to common names of animals. The scientific names look foreign.*
4. Identify the “big ideas” and boldfaced words. Which of these words do you know and which do you not know?

<b>Words I Do Not Know</b>		<b>Words I Know</b>	
Phylum	Cygnus	Kingdom	Species
Genus	Sponsa	Class	Environmental
Mnemonic	Galericulata	Order	Change
Genera	Natural Selection	Family	Food Source Change
Aix			

5. Based on the first and last paragraph in the section, what do you think you will learn?  
*The first paragraph makes me think we will learn how to classify organisms. The last paragraph makes me think we will learn about how animals can adapt for survival.*
6. Based on the questions at the end of the section, what terms may be important?  
*Natural selection, environmental change, change in food source, survival, adapting*
7. Look at all the questions in the section. What do you think you will be expected to know?  
*Adaptation; survival; natural selection; environmental change; physical characteristics of survival; classifications; differences in species; determining order, class, phylum, etc.*