

For this portion of the experiment, students are expected to reflect on the class data. As illustrated below, this student stated what he believed to be true. Even though the student did not give a range, the statement is supported by the class data. In the second part, the student has applied that information by circling where the isopods would exist based on the class observations. The student should be encouraged to continue to support his statements with actual observations made.

Look at the class histogram.

What do you think is the optimum range of temperatures for isopods? Why?

I think the optimum temperature for isopods is 20°C . I think so because almost all of our class's isopods were in the spot of 20°C .

Draw the isopods where you would expect to find them.



Explain your choice(s) for where you would expect to find the isopods.

I think I would find them there because they liked it in a kind of middle temp. They don't exactly like it cold and they don't exactly like it warm.

***Scroll down to see another sample.**

In this sample, the student states what he believes to be true but does not support this statement with any data. The student has not reflected on his own data or the class data. As was seen with the first sample, this student did not give a range for the optimum temperature. In the second part, the student has identified where he thinks he would find the isopods; however, this is not supported by class data or actual observations from the experiment and/or terrarium.

Look at the class histogram.

What do you think is the optimum range of temperatures for isopods? Why?

20-25 Because they like
the cold.

Draw the isopods where you would expect to find them.



Explain your choice(s) for where you would expect to find the isopods.

I think I would find them in
the second picture because it
is not too cold and
not too hot.