

Team Test Plan

Read how a team plans a fair investigation and uses evidence.

4.1.b.ii "planning and carrying out investigations collaboratively plan and conduct investigations"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the team's testable question. Circle details that show how the team made the test fair, shared jobs, or collected evidence.

Bean Seed Team Test

- ① Four classmates wanted to learn whether the amount of light changes how quickly bean seeds sprout. Together, they wrote one testable question: Does a bean seed sprout sooner in a sunny place or a dark cupboard? They agreed to test only light. Each seed would get the same kind of cup, soil, water, and room temperature.
- ② The team planted six seeds. Maya labeled three cups Sunny and three cups Dark. Leo placed the cups in their planned places. Priya used a measuring cup to give every seed 10 milliliters of water each day. Owen checked the cups at the same time every morning. The students planned these jobs before they began so no step would be missed.
- ③ For seven days, Owen recorded the day each seed first sprouted. At the end, the group compared those days and counted the sprouted seeds in each set. Two Sunny seeds and three Dark seeds sprouted. The team knew six seeds gave limited evidence, so they planned to repeat the investigation with more seeds.

2 ANSWER WITH EVIDENCE Use the passage

1 What testable question did the classmates write?

2 What factor did the team change? Name two things they kept the same to make the test fair.

3 How did the team share the work? Name two jobs and the student who did each job.

4 Why did the team plan to repeat the investigation with more seeds?

3 YOUR TURN Your own words

With at least one teammate, plan a fair investigation: agree on a question, one changed factor, controls, jobs and the data to record. Obtain teacher approval and supplied materials. Then actually conduct the investigation together, record repeated observations or measurements and compare the results to answer your question with a limitation. A short option is comparing two paper-airplane designs with two flights each, the same start line and thrower, and measured landing distances. Use extra paper for the shared plan and records.

PART 1 • READ AND MARK

Underline the team's testable question. Circle details that show how the team made the test fair, shared jobs, or collected evidence. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What testable question did the classmates write?	Does a bean seed sprout sooner in a sunny place or a dark cupboard?
2	What factor did the team change? Name two things they kept the same to make the test fair.	They changed the amount of light. They kept the kind of cup, soil, water, and room temperature the same.
3	How did the team share the work? Name two jobs and the student who did each job.	Answers include Maya labeled cups, Leo placed cups, Priya measured and gave water, and Owen checked the cups and recorded sprouting.
4	Why did the team plan to repeat the investigation with more seeds?	They tested only six seeds, so their evidence was limited.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our team will investigate whether water temperature affects how fast ice cubes melt. We will use equal-size ice cubes on identical plates and keep them in the same room. Ana will pour the same amount of cold or warm water, Ben will time melting, and Inez will record minutes. We will test three cubes in each group and compare the times.

Illustrative completed alternative: Our team compared two airplane designs. Ana launched from one line; Ben measured and Inez recorded. A flew 140 and 150 cm; B flew 165 and 170 cm. B flew farther in our four trials, but one thrower and two flights per design give limited evidence. These are sample data, not pupils' results.

Accept equivalent wording that correctly identifies the planned variable, controls, team roles, data collection, and reason for repeating. For Your Turn, accept any safe, testable plan with one changed factor, reasonable controls, assigned jobs, and a clear type of data to record. Teacher setup: supply paper, tape measure and a clear flight area for the short option, or approve and support the team's chosen safe investigation. Check the joint plan and jobs before execution; observe teammates conducting the test and collecting actual data. Require their real records and evidence-based conclusion with a limitation, not merely a future plan or copied sample. A team may retain the original longer ice-melting plan if materials and observation time are available.