

Plans That Shift

Trace how evidence reshapes an inquiry plan.

8.12.B “develop and revise a plan;”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each action Maya plans to take, circle each change she makes, and number the evidence or new information that causes each change. This shows how an inquiry plan can develop as evidence appears.

Courtyard Shade Inquiry

- ① When the student council considered adding shaded tables to the courtyard, Maya proposed an inquiry plan. First, she would count how many students used the courtyard during lunch for five days. Next, she would survey 40 students about heat, seating, and preferred locations. She planned to compare the survey results with the counts and use a map to mark sunny and shaded areas. Her guiding question was, “Where would shaded tables serve the most students?” She expected the plan to show whether the project was needed.
- ② After two days, Maya noticed that rain had kept many students indoors, so her lunch counts would not represent a usual week. She changed the plan by extending the count to seven days and recording the weather each day. A custodian also explained that a delivery truck used one corner of the courtyard each afternoon. Maya added a question to the survey asking students to identify places they could safely reach at lunch. These revisions made her evidence more complete and helped her avoid recommending tables in a busy work area.
- ③ At the end of the week, Maya found that the courtyard was busiest on clear days, and most survey respondents wanted shade near the library wall. However, several students said that benches, not tables, would better fit their study groups. Maya revised her final plan again. She would recommend two shaded benches near the library wall, then ask the principal for a site review to check drainage and access. She also planned to share her counts, survey summary, and map so others could examine the evidence before a decision was made.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What were the main steps in Maya’s original inquiry plan, and how did she plan to use the information she collected?

2 Describe two changes Maya made after new information appeared. What information caused each change?

3 How did Maya’s final findings change her recommendation? Use two details from the findings in your answer.

4 What final action would let other people evaluate Maya’s recommendation, and why is that action useful?

3 YOUR TURN _____ Your own words

Choose a question about improving a shared space at your school. Write an initial three-step inquiry plan, then add one revision that you would make after receiving realistic new information and explain why you would make it.

PART 1 • READ AND MARK

Underline each action Maya plans to take, circle each change she makes, and number the evidence or new information that causes each change. This shows how an inquiry plan can develop as evidence appears. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What were the main steps in Maya's original inquiry plan, and how did she plan to use the information she collected?	She planned to count courtyard users for five days, survey 40 students, map sunny and shaded areas, and compare the results to decide whether shaded tables were needed and where they would help most.
2	Describe two changes Maya made after new information appeared. What information caused each change?	Rain kept students indoors, so she extended the counts to seven days and recorded weather. The custodian described a delivery-truck area, so she added a survey question about places students could safely reach.
3	How did Maya's final findings change her recommendation? Use two details from the findings in your answer.	She recommended two shaded benches near the library wall because the courtyard was busiest on clear days, most respondents wanted shade near that wall, and several students preferred benches to tables.
4	What final action would let other people evaluate Maya's recommendation, and why is that action useful?	She planned to share her counts, survey summary, and map. These materials would let others examine the evidence before making a decision.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Question: Where should our school place a water-bottle refill station? 1. Map the busiest hallway fountains for five school days. 2. Survey 50 students about wait times and locations. 3. Ask the custodian which sites have nearby plumbing. Revision: If the main hallway is closed for repairs during the count, I will collect data for three additional days after it reopens, because the original counts would not show normal traffic.

Accept answers that identify plan actions, revisions, and the evidence that prompted each revision. For the open task, accept varied school-related questions if the student includes three feasible inquiry steps, a realistic revision, and a clear reason for the change.