

Bridge Builder Data

Students use clip-count data from bridge models to choose and explain a stronger design.

K.3.A "develop explanations and propose solutions supported by data and models;"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 COUNT DATA _____

a	● ●	● ● ● ●	● ● ● ● ●
b	● ● ●	● ●	● ● ● ● ●

2 CHOOSE A PLAN _____

a	FLAT	FOLD	BEND
b	MORE	LESS	SAME

HOW TO RUN THIS PAGE

Explain that scientists use data, such as counts, to decide which design may solve a problem. Read each row aloud in order, then have students use their circled data to choose a solution and an evidence word. Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • COUNT DATA

SAY “Scientists tested two small paper-bridge models. Listen to each test result, then circle the dots that show the number of paper clips.”

ROW	SAY	STUDENTS CIRCLE
a	The flat paper bridge held 2 paper clips before it fell. Which dots show 2? Circle them.	2 dots
b	The folded paper bridge held 5 paper clips before it fell. Which dots show 5? Circle them.	5 dots

PART 2 • CHOOSE A PLAN

SAY “Look at the dot data you circled. Use the data to choose a bridge plan, then tell a partner why you chose it.”

ROW	SAY	STUDENTS CIRCLE
a	A class needs a paper bridge that can hold more clips. Which word names the design the class should use? Circle it.	FOLD
b	The folded paper bridge held ___ clips than the flat paper bridge. Which word fits? Circle it.	MORE

WHAT TO ACCEPT

Part 1 answers are 2 dots, then 5 dots. Part 2 answers are FOLD and MORE. Accept an oral explanation that the folded bridge is the better plan because it held more clips.