

Chain Choice

Use paper-chain data to explain a choice and share evidence.

K.3 "Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions..."

NAME _____

DATE _____

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

1 USE DATA _____

a	A	B	Both
b	● ●	● ● ● ● ●	● ● ● ● ● ● ●
c	B	A	Both

2 SHARE IT _____

model	
links	

HOW TO RUN THIS PAGE

Before students begin, show two paper-chain models made from paper strips. Say that Model A has 2 links and Model B has 5 links, then have students compare the models, discuss their evidence with a partner, and record a conclusion.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • USE DATA

SAY “Here are two paper-chain models. Model A has 2 links, and Model B has 5 links. We need a longer paper chain, so use what you notice about the models and their link counts.”

ROW	SAY	STUDENTS CIRCLE
a	Which model has more links? Circle its letter.	B
b	Which dot group shows how many links are in the longer model? Circle the dots.	5 dots
c	Which model is the better starting model if we need a longer paper chain? Circle its letter.	B

PART 2 • SHARE IT

SAY “Tell a partner which model you chose and the number that is your evidence. Listen to your partner's reason. Which model letter and link number can you write to show your own idea?”

- Box 1 (beside model): **B**
- Box 2 (beside links): **5**

WHAT TO ACCEPT

For the three circle rows, answers are B, 5 dots, and B. Accept a written or clearly attempted B and 5, and accept an oral explanation that Model B is longer because it has 5 links while Model A has 2.