

The Fountain Choice

Trace a class decision from problem to review.

3.16 "Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to: use democratic procedures to simulate making decisions on school, local..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the problem, circle the three options, and number the actions that show how the class made and checked its decision.

A Fair Playground Decision

- ① At Riverbend Elementary, the third-grade class noticed a problem. The playground water fountain made a long line after recess. Some students missed part of their reading time while waiting. Ms. Chen asked the class to use a problem-solving process. First, they named the problem clearly. Next, teams gathered information by watching the fountain line for three days and asking classmates what they noticed.
- ② The teams listed three options: add another fountain, make a water-bottle refill time before recess, or create a sign that showed two waiting spots. They considered each choice. Another fountain would cost money and take time to install. Refill time might make recess start late. The sign was cheap and could be used right away, but it might not shorten the line enough.
- ③ After a class discussion, each student voted by secret paper ballot. A student helper counted the ballots, and the class recorded the result. The sign received the most votes, so the class chose it. Students helped place the sign near the fountain. One week later, they timed the line again. The line was shorter on most days, so the class decided the solution was working.

2 ANSWER WITH EVIDENCE Use the passage

1 What information did the teams gather before they listed options?

2 What was one advantage and one disadvantage of using the sign?

3 What democratic procedure did the class use to make its decision? What result led the class to choose the sign?

4 How did the class evaluate whether its solution worked?

3 YOUR TURN Your own words

Choose a small school problem. Write a plan that names the problem, tells what information to gather, gives two options with one advantage and disadvantage each, explains a fair vote, and tells how you will try and check your choice.

PART 1 • READ AND MARK

Underline the problem, circle the three options, and number the actions that show how the class made and checked its decision. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What information did the teams gather before they listed options?	They watched the fountain line for three days and asked classmates what they noticed.
2	What was one advantage and one disadvantage of using the sign?	It was cheap and could be used right away, but it might not shorten the line enough.
3	What democratic procedure did the class use to make its decision? What result led the class to choose the sign?	Each student voted by secret paper ballot, and a helper counted the ballots. The sign received the most votes.
4	How did the class evaluate whether its solution worked?	One week later, students timed the line again. It was shorter on most days.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Our classroom pencil cup is often empty. We will count how many pencils are missing each day for one week. Option 1 is to label pencils, which may help return them but takes time. Option 2 is to give each table a pencil box, which is easy to use but boxes may get lost. We will vote by secret ballot. We will use the winning idea for two weeks and count missing pencils again.

Accept answers that accurately identify details from the passage. For Your Turn, accept different reasonable problems and solutions if the student includes information gathering, options with advantages and disadvantages, a fair voting procedure, implementation, and a way to evaluate the choice.