

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 whether each seed had sprouted. At the end, the group counted the sprouted seeds in each set and shared the results. They found that two Sunny seeds and five Dark seeds sprouted. The team decided that their evidence was limited because they tested only six seeds. 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

Plan a fair investigation your team could carry out. Write a testable question, tell what you will change and keep the same, assign jobs to at least two teammates, and explain what data you will record.

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.

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.