Paper session 3 · Support a design choice

Target / planning estimate

Support a design choice; 36–44 min.

Print / prior evidence

Which Design Is Better Supported? Teach-the-Lesson, student pp. 1–4; Prerequisite mini-lesson · Read before comparing, questions 1–4; Teacher model · Which sleeve slowed warming?, questions 1–5; Guided practice · Check every trial, questions 1–3; Independent task · Choose from new results, questions 1–5.

Comparable conditions and temperature change; The prerequisite bridge supplies a check.

Teacher demonstration

Use the Model for a matched comparison and bounded claim; do not show independent task in the model.

Learner work / collect

Guided practice, then the unseen independent task. Collect comparisons across trials and one useful limit.

Next decision / continuation

In Which Design Is Better Supported?, use Use all results and limit the claim, questions 1–3 for selecting only favorable evidence or saying “always”; reserve the separate New short check · Apply the correction, question 4 until practice is complete. Use Compare the measurements, questions 1–2 when reading changes is difficult; use the separate reserved Fresh check, question 3 only after practice, if unseen. Use the unseen Later check · Reverse the direction, questions 1–3 later, rather than repeating the Quick Check.