

## Student Page 1.2A: Questions for Investigations

**Part A:** In science, we investigate scientifically oriented questions. These questions need to be testable. Which of the questions below are good testable investigation questions?

Circle all the testable questions. Be prepared to explain what makes you think they are testable.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. What would a crayfish do on the moon?</li> <li>2. Why is the inside of Earth hot?</li> <li>3. What would happen if we put an apple and a banana in a warm wet environment? Would one rot faster than the other?</li> <li>4. Why do those plants have yellow flowers?</li> <li>5. Why do snails climb on some rocks and not others?</li> </ol> | <ol style="list-style-type: none"> <li>6. How many wood cubes do you have to add to a silver cube to make it float in water?</li> <li>7. Why does it rain during baseball games?</li> <li>8. Where would a crayfish go if we added another crayfish to its tank?</li> <li>9. Will increasing the amount of light a plant has make it flower faster?</li> </ol> |
|---|--|

**Part B:** What patterns do you notice in the testable and non-testable questions?

	Testable Questions	Non-Testable or Difficult to Test Questions
What kinds of “question” words are used?		
What kinds of materials are needed?		
Could you design an investigation to answer this question in class?		

**Part C:** Testable questions typically have certain characteristics. What would you look for in a testable question?

---



---

**Part D:** Change 3 of the non-testable questions above into testable questions.

---



---



---

# Student Page 2.1A: What Makes Things Float?

## Data Collection Sheet #1

I predict that if I observe the following about a cube, I can accurately predict if it will sink or float.

Cube # Item	My Prediction (S or F)	Quantitative Measurements Volume	Qualitative Observations	Mass (grams)	Test Results (S or F)
1					
2					
3					
4					
5					

Extra credit