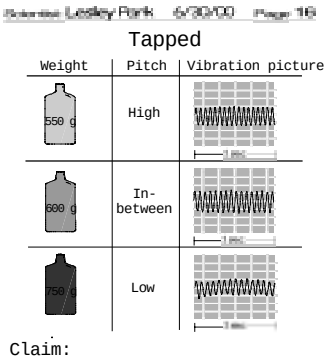
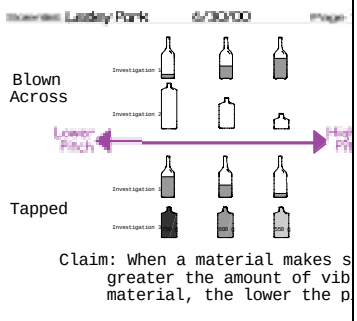


"On page 16, Lesley presents the data she collected in her third investigation. She makes another claim, 'Heavier bottles vibrate more slowly when tapped.' Let's look at her evidence and see if we agree with her claim." [Guide the students to identify the evidence that Lesley has to support her claim and the relationship between her claim and evidence] (i.e., Which bottle made the most vibrations? Which bottle made the fewest vibrations?).

"Does thinking about the weight of the bottles help us to think about why the pop bottles made different pitches when they were tapped?" [return to page 2, asking the students to describe the difference in the weights of the bottles in the last picture – one still had soda in it and weighed more than the empty bottle]



On this page, Lesley is thinking about a claim that she can make that would use all of the investigations she has conducted and all of the observations that she has made. Let s read her claim together

[A helpful way to approach this page might be to ask the children to describe each row of pictures and labels in sentences; for example, "in investigation 1, Lesley blew across three bottles with different amounts of air and observed that the less air in the bottle, the higher the pitch."]

[Cut-out shapes representing each of the bottles from the picnic are provided. These can be inserted on the continuum]

[The students could also add to this page using their own observations and data from the ruler and rubber band investigations… thinking about the general claim that Lesley has made and the relationship between her claim and the amount of the ruler and amount of the rubber band and the corresponding pitches]