**Worksheet**

Before the experiment:

It is important to keep good notes when you are doing an experiment! What are the three **Treatments** your class is testing? Once you fill in the blanks, circle which treatment *you* are testing.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What conditions do you expect to be the same for all of the seeds in your classroom?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

During the experiment:

1. Keep a tally each day of the seeds in your bag that have sprouted, and those that haven’t. You should have 10 tallies total each day.

|  |  |  |
| --- | --- | --- |
| Day 1# of seeds… | Day 2# of seeds… | Day 3# of seeds… |
| Sprouted | Not Sprouted | Sprouted | Not Sprouted | Sprouted | Not Sprouted |
|  |  |  |  |  |  |

1. Pictures can help us remember what we observe during an experiment. Draw a seed before it sprouts, and a seed after it sprouts.

|  |  |
| --- | --- |
| Before Sprouting… | After Sprouting… |
|  |  |

After the experiment:

1. Which treatment did the seeds grow best in? Did you expect that?
2. Which treatment did the seeds grow worst in (the most toxic)? Did you expect that?
3. What did you observe that you thought was interesting?
4. Did people with the same treatment still get different results? Why do you think that is?
5. If you did this experiment again, would you try to test different substances? If so, what would you choose to test?