A1 · Condition-and-question desk mat

Original ordinary model · choose one useful question or representation

Assigned in the plan

A brighter / B shaded; scheduled 40 mL water daily.

Supplied record

Days 0/9: A 20/38 mm; B 20/26 mm. Each 4 of 4 alive on Day 9.

Unknown

Actual light, temperature, moisture; watering adherence.

Choose one unknown worth another check. Do not invent it.

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A1 · Condition-and-question desk mat

Your choices · optional own paper, words, sign, AAC or exact scribing

My living thing / chosen condition

Measure / period / exact source

My own answerable question

One unknown and why it matters

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A1 · Condition-and-question desk mat

Complete source · use one useful part in your usual communication

Choose a useful job

Choose a question the fictional team could actually answer. Put an assigned setting, a supplied observation and an unknown in different labelled areas. Choose one unknown you want a future recorder to investigate. Speak, sign, use AAC, point, arrange your own marks, draw or write; no cut-out handling is needed.

Use the frame: living thing / assigned condition / measured quantity / period. Give a reason from O2 and one limit. An ordinary small model is 10→14 mm over three days and 3 of 4 alive at that check: the height increase is 4 mm; the alive count is a different measure. Do not use this to claim a real plant outcome.

Try your own question, or repair “Which is best?”, “Will every bean live?” and “Which group's recorded mean height increased more by Day 9?” A chosen answerable question, changed wording or justified keep is useful.

Complete ordinary source

O1 · What the fictional team wants

The team has permission only to write a proposal. It wants to choose a better question before changing a small plant display. Its members disagree: one values taller seedlings, one wants more seedlings alive at the final check, and one wants records anyone can understand. None of these preferences is a measured plant result.

Their job for you: “Tell us what the records support, what they leave unknown and one sensible next check. Do not promise that a plant will thrive.”

O2 · Nine-day bean-seedling record

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Complete source · use one useful part in your usual communication · continued

A fictional recorder followed two groups of four bean seedlings. Both groups started with each seedling 20 mm tall. The plan specified the same seed variety, container size, potting mix, 40 mL of water per container each day and checks at the same time of day. Group A was assigned the brighter position; B the shaded position. Actual light level, temperature, soil moisture and whether the watering plan was followed were not recorded. Positions were different, so this is not enough to isolate light as the cause.

The recorder supplied group mean heights. “Mean” here means the four heights added and divided by four. You may use the supplied means; calculating every mean is optional.

Day after the start | A mean height (mm) | B mean height (mm)
0 | 20 | 20
3 | 26 | 22
6 | 32 | 24
9 | 38 | 26

At Day 9 the individual heights were A: 38, 36, 40, 38 mm; B: 26, 28, 24, 26 mm. All four seedlings in each group were recorded alive at that check. These are separate height and alive-at-check observations within the fiction. They do not establish health, later survival, seed production or success for other species.

Complete free alternative

Use these full words and source tables on scrap paper, an exact read-aloud, sign/AAC or learner-directed marks. No diagram hides extra data. Original diagram descriptions and all labels accompany the complete generated text alternative. Blank areas can be replaced by any amount of own paper; no neatness, handling or writing speed requirement. These are supplied/model jobs, not a completed plant investigation.

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A1 · Condition-and-question desk mat

Complete source · use one useful part in your usual communication · continued

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