

GRADE 3 LEARNING PACK

The Fifth Trial

Read a scientific narrative and explain how evidence, anomalies and transparent recording support reasoning.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Read a scientific narrative and explain how evidence, anomalies and transparent recording support reasoning.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Read the story

PART 1

Rafi tested how far a toy car travelled from the same ramp. The first four runs stopped between 82 and 88 centimetres.

PART 2

On the fifth run the car travelled only 54 centimetres. Rafi wanted to erase the number because it spoiled the pattern.

PART 3

His partner noticed a tiny scrap of paper on the track. They recorded the result anyway, then wrote a note about the obstruction.

PART 4

After clearing the track, they repeated the run. The car travelled 85 centimetres.

PART 5

Rafi learned that unusual results are not rubbish. They can reveal mistakes, changing conditions or new questions, and they should be handled transparently.

Read story section 1: Rafi tested how far a toy car travelled from the same ramp. The first four runs stopped between 82 and 88 centimetres.

Read story section 2: On the fifth run the car travelled only 54 centimetres. Rafi wanted to erase the number because it spoiled the pattern.

Read story section 3: His partner noticed a tiny scrap of paper on the track. They recorded the result anyway, then wrote a note about the obstruction.

Read story section 4: After clearing the track, they repeated the run. The car travelled 85 centimetres.

Read story section 5: Rafi learned that unusual results are not rubbish. They can reveal mistakes, changing conditions or new questions, and they should be handled transparently.

Try it beyond the page

Real-world / hands-on connection

Retell the text in five key events, then identify one sentence that carries the central idea.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a six-frame storyboard or evidence map that shows the turning point and the final learning idea.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. Why did Rafi want to erase 54 cm?

2. What did the group do instead?

3. Why can an unusual result be useful?

Quick review

1. In one sentence, explain the big idea of “The Fifth Trial”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

Use details directly stated or strongly supported by the story.

2. Suggested response

Equivalent evidence-based wording is acceptable.

3. Suggested response

Open responses should distinguish evidence from unsupported guess.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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