

**Directions**

Read the short story below and then answer the questions.

It was a dark and stormy afternoon at our school. Seventh-grade students were returning from lunch. Mr. G sat on his stool with a fresh spaghetti-sauce stain on his shirt, while Ms. S ushered students to their seats.

“Mmmmm, what a delicious lunch I just had!” Mr. G exclaimed. “I’m completely stuffed. How was school lunch today?” His students looked at him as if he were crazy.

Suddenly, Ms. K knocked at the door. She whispered to Ms. S, “Has anyone seen Ms. C’s lunch? She had spaghetti and meatballs, but it seems to have gone missing.”

Ms. S thought for a moment, going back in her memory to think if she had seen anything. She turned to Mr. G and asked, “Mr. G, did you see anything? I think you were in Ms. C’s room just before lunch started.”

Mr. G widened his eyes a little and quickly said, “No.” He stood up quickly, knocking his lunch box off of the table. When it hit the floor, a sandwich and an apple rolled out. Mr. G scanned the room, and then asked students, “Does anyone know anything about Ms. C’s missing lunch?”

Who do you think took Ms. C’s lunch?

List the pieces of evidence from the story that make you think that:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

Why do these pieces of evidence make you think that this person took Ms. C’s lunch? Explain:

How confident are you that this person really took Ms. C’s lunch?

How confident would you feel with only one or two pieces of evidence?

In science, why is it important to have more than one piece of evidence to support your claim? In science, why is it important to explain why the evidence supports your claim?