

**Lesson 3b Alternate Student Activity Sheets: How do other students' Petri dish samples compare?**

**WARMUP:**

1. What are the big ideas we figured last time about how antibiotics work?

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2. Based on what you figured out so far about how antibiotics work, have you changed your predictions from Lesson 3a about what you would expect to find in any of the Petri dishes today? Explain.

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**ANALYZING PETRI DISH DATA:**

<b>Petri dish sample</b>	<b>Observations</b>	<b>Wonderings</b>

<b>Petri dish sample</b>	<b>Observations</b>	<b>Wonderings</b>

**MAKING SENSE:**

3. Write a scientific explanation for one of the BIG QUESTIONS below. Remember to include a **claim** that answers the question, **evidence** that supports the claim, and **reasoning** that references how the possible mechanisms behind your explanation work.

- Where can we find bacteria?**
- How can bacteria get on us from the environment?**
- How can we get bacteria off of us?**

**Claim:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Evidence:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reasoning:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**EXIT TICKET:**

Put a checkmark in the box you want to answer:

- How is it possible that when we first swabbed the Petri dishes, we saw no bacteria on them, but now, a few days later, they we see bacteria colonies on them?
- How did the spot of bacteria get so big in that time?

**4.** For the box you selected, write a scientific explanation to answer that question. Remember to include a **claim** that answers the question, **evidence** that supports the claim, and **reasoning** that references how the possible mechanisms behind your explanation work.

**Claim:** \_\_\_\_\_

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**Evidence:** \_\_\_\_\_

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**Reasoning:** \_\_\_\_\_

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