

## Practice Writing Hypotheses, Making Observations, and Inferences

**Part 1:** Write a hypothesis for each of the following experiments.

1. Does TV time seem to affect the reading scores of seventh graders?

Hypothesis:

2. Does light affect the activity of stink bugs?

Hypothesis:

3. Does calcium chloride affect the temperature of water?

Hypothesis:

4. Does airplane design affect the distance a plane flies?

Hypothesis:

5. Does type of fertilizer affect bean plants?

Hypothesis:

**Part 2:** Define

1. Qualitative observation

2. Quantitative observation

**Part 3:** Label the following statements as either a qualitative observation (QL) or quantitative observation (QNT).

1. It is light green in color. \_\_\_\_

3. One leaf is nine centimeters long. \_\_\_\_

2. The candy tastes sour. \_\_\_\_

4. The mass of the rock is 115 g. \_\_\_\_

**Part 4:** Read the passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Ruby sat on the bed she shared with her husband, holding the letter. There was something thrilling and, at the same time, terrifying about the letter. Ruby read the letter again, reminding herself that she really did have what it takes to reach her goal. After all these years of waiting, was she finally going to take the opportunity she had been denied those many years ago? Ruby tucked the letter back under the mattress. No, today wasn't the day to tell Max. She had to wait until just the right moment; a good day when Max was full of smiles and hope and good humor. Maybe once spring arrived, carrying with it the promise of sunshine and more work, she would muster the courage to approach her husband.

1. Why does the letter mean so much to Ruby?

What in the text supports your idea?

2. Why doesn't Ruby tell Max about the letter?

What in the text supports your idea?